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ABSTRACT

This handbook for home economics pre-employment laboratory education (PELE) teachers is divided into ten chapters. The first chapter provides detailed descriptions of each PELE program and possible career opportunities related to each program. Chapter 2 expounds upon the importance of the advisory council to the program. The third chapter describes the facilities, equipment, and supplies required for the PELE program. Focusing on student selection, chapter 4 discusses the eligibility of students, factors to consider when selecting students, and student recruitment. In addition, this section contains a sample application for enrollment and a sample student rating sheet. The fifth chapter focuses on classroom instruction and management and discusses instructional materials and evaluation. Chapter 6 describes laboratory instruction and management practices for controlling equipment and supplies, maintaining laboratory facilities and equipment, organizing students, maintaining business and industry standards, evaluating students' laboratory work, and sharing the laboratory with other teachers. Safety precautions are discussed in the seventh chapter followed by a discussion of budget, records, and reports in chapter 8. The organization and role of the Future Homemakers of America is presented in chapter 9. The final chapter gives guidelines for conducting a public relations program. (LRA)

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HANDBOOK
FOR
HOME ECONOMICS PRE-EMPLOYMENT LABORATORY EDUCATION TEACHERS

Materials Developed and Distributed by

Home Economics Instructional Materials Center
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Directed by

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FOREWORD

Purposes for vocational education outlined by the 1976 Education Amendments include maintaining existing programs of vocational education, developing new programs of vocational education, and developing and carrying out vocational education programs within each state so as to overcome sex discrimination and sex stereotyping in vocational education programs. The Education Amendments provide for encouraging both males and females to prepare for combining the roles of homemakers and wage earners. The Vocational Act of 1963 and the Vocational Amendments of 1968 focused attention on the need for more occupational education programs for students at the high school level. Educators have become increasingly concerned about students who graduate or leave school without the vocational preparation for earning a living and who therefore fail to become contributing members of society. The 1963 Act and the Amendments of 1968 and 1976 have provided opportunities for schools to offer additional educational programs to help meet the vocational needs of students of both sexes in our competitive and technological society.

The gainful employment programs are not, in any sense, meant to replace the homemaking education courses directed toward homemaking. More and more persons in our society are assuming the dual role of homemaker and wage earner. Home economics thus has the responsibility for helping men and women meet the demands of both of these roles. An additional responsibility is that of providing training for students who may be interested in occupations related to home economics.

In summary, some of the reasons education for employment is appropriate in home economics are the following: with an increasing number of women employed outside the home, both men and women need preparation for the dual roles they are assuming; there is an increasing need for personnel in the service occupations related to home economics; the number of jobs for unskilled workers is decreasing, more and more jobs require training of some kind; and current information indicates the desirability for all secondary students to graduate with a saleable skill.

We, as home economists, must both meet the challenge to provide students with opportunities for gainful employment training while they are in high school and encourage them to consider advanced training after graduation.

The various subject-matter areas of home economics are relevant to a variety of occupations. There is a need in many occupations for employees who have had some training, but not necessarily a college degree or even college credit. During the past few years, an increasing number of people eat outside the home, leave their children in child care centers, purchase ready-made clothing, desire alterations or repairs on their clothing, want help with decorating their homes, and require clean, pleasant surroundings in homes, hotels, motels, hospitals, schools, and public buildings. With the expanded demand for services, the need for more trained employees in the areas of care and guidance of children; clothing management, production, and services; food management, production, and services; home furnishings, equipment, and supplies; and institutional and home management and supportive services is apparent.

The Home Economics Pre-Employment Laboratory Education program is an occupational program which helps students prepare for the world of work or for advanced education in these occupational areas. Many students who participate in this program continue their educations either in technical schools or in colleges; others become full-time employees upon graduation.

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TERMS RELATED TO HOME ECONOMICS PRE-EMPLOYMENT LABORATORY EDUCATION

Advisory council--group of persons from the community and school who serve the PELE program in an advisory capacity.

Approvable programs--home-economics-related occupational areas approved by Texas Education Agency for PELE programs.

Class instruction--group instruction in orientation to the world of work and preparation for a specific occupational area.

Combination unit--two homemaking education classes and one PELE class with remainder of the six-period day scheduled for conferences, activities, and preparation.

Competencies--knowledges, skills, affective behaviors, and/or judgements which the student should exhibit.

FHA/HERO (Future Homemakers of America/Home Economics Related Occupations)--national youth leadership organization for students in all vocational homemaking education programs, which operates as an integral part of these programs.

Full unit--minimum of two PELE classes with remainder of the day scheduled for conferences, activities, and preparation.

Half unit--one PELE class with remainder of the half-day scheduled for conferences, activities, and preparation.

Home Economics Pre-Employment Laboratory Education (PELE)--occupational education which provides classroom instruction and laboratory experience in one approvable home economics occupational area.

Instructional codes--numbers for identification of occupational areas.

Laboratory--a facility for skill-building in an occupational area.

Objectives--the expected measurable behavior that should result from successful completion of designated learning experiences.

Occupational areas--employment areas related to subject areas of home economics, such as child care, clothing, fashion design, food service, home furnishings, interior design, and housekeeping management.

Occupational education--comprehensive preparation for employment.

Permanent record--forms for maintaining employment information for a period of five years on students who complete or leave the program.

Social security number--identification number required for employment.

Task--job activity related to an occupational area.

Teacher--person who directs classroom instruction and coordinates laboratory activities of students in PELE program. (NOTE: The teacher of a child care program also serves as director of an on-campus PELE child care laboratory and supervises the adult primary care-giver in the laboratory.)

CHAPTER I

THE PRE-EMPLOYMENT LABORATORY EDUCATION PROGRAM

A Gainful Employment Program

Gainful employment programs in Vocational Homemaking Education prepare students for employment in occupations requiring knowledge and skills in one or more home economics subject areas, including child development, clothing and textiles, consumer education, family living, food and nutrition, home management and housing.[1] Provisions are made for these programs in the Vocational Education Act of 1963. This act authorized funds for the expansion of Vocational Homemaking Education through the development of programs to prepare persons for employment in occupations related to home economics. Acts prior to 1963 authorized funds for homemaking education only; therefore, the gainful employment emphasis has been a "new dimension" in Vocational Homemaking Education since 1963. The Education Amendments of 1968 and 1976 strengthened and broadened the scope of all vocational education. The gainful employment programs are designed to supplement, but not replace, homemaking education which prepares students for the occupation of homemaking.

Two types of gainful employment programs are included in the Vocational Homemaking Education offerings available for regular high school students in Texas. The cooperative education program combines classroom instruction with 15 hours per week on-the-job training. The pre-employment laboratory education program provides technical instruction and practical experience in the classroom and laboratory for two consecutive hours daily. For pre-employment courses, laboratories simulating the occupational area being taught are used to provide work experiences for the student. Coordinated vocational-academic education is a laboratory training program designed for students with special learning needs. It may be offered at either the junior or senior high school level. Home economics vocational education for the handicapped is a laboratory training program designed for students with exceptional handicaps who cannot succeed in regular vocational programs. Only students eligible for special education are eligible for home economics vocational education for the handicapped. The program may be offered in the middle school, junior high school, or senior high school.

Description

The Home Economics Pre-Employment Laboratory Education program may be characterized as follows:

1) Emphasis is placed on the development of attitudes, behavior, and skills necessary to secure and hold a job.

2) Curriculum is based on job analysis of specific occupations.

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[1] Vocational Homemaking Education Programs Standards (Austin, Texas: Texas Education Agency, 1978).

3) Acceptance for membership is based on a student's training objective, aptitude, interest, need, physical, and mental competence, and other qualifications essential to successful employment.

4) Programs are established when evidence shows need for trained personnel in occupations related to home economics.

5) Vocational counseling helps determine needs, employment opportunities, and placement of students in the most satisfactory programs.

6) Advisory councils help to determine current job opportunities and to advise on and evaluate the specific emphasis of the gainful employment program.

7) Evaluation is in terms of performance and ability to secure and hold jobs.

Approvable Programs

Pre-Employment Laboratory Education programs are designed to provide technical instruction and practical experience for high school students preparing to enter employment in occupations requiring knowledge and skills in home economics subject areas. Approvable Home Economics Pre-Employment Laboratory Education programs in each major home economics-related occupational area are shown below:

Occupational Areas	Approvable PELE Programs
Care and Guidance Children	Child Care
Clothing Management, Production, and Services	Clothing Fashion Design Power Machines
Food Management, Production, and Services	Food Service
Home Furnishings, Equipment, and Supplies	Home Furnishings Interior Design
Institutional and Home Management and Supportive Services	Housekeeping Management Hospitality Services

Detailed descriptions of each program and possible career opportunities related to each are as follows:

APPROVABLE PROGRAMS AND JOB DESCRIPTIONS	CAREER OPPORTUNITIES
CHILD CARE	
Assists with care of young children in laboratory situation; helps children develop acceptable habits of behavior, cleanliness, eating, playing, resting, toileting, health, and safety; directs learning experiences appropriate for various age groups.	Child-Care Attendant, School Attendant, Children's Institution Nursery School Attendant
CLOTHING, FASHION DESIGN, POWER MACHINES	
Designs fashions; drafts and makes patterns; constructs, presses, and inspects garments; marks and alters garments to fit customers, repairs garments; operates machines used in the garment industry.	Clothes Designer Assistant Fashion Coordinator Assistant Salesperson, Infants' and Children's Wear Salesperson, Men's and Boy's Clothing Salesperson, Women's Apparel and Accessories Salesperson, Yard Goods Demonstrator, Sewing Techniques Model Costumer Assistant Silk Finisher Presser, All-Around Presser, Machine Assembler Cloth Examiner, Hand Cutter Helper Goods Layer Marker Spreader Trimmer, Hand Alteration Tailor Custom Tailor Dressmaker Garment Fitter Shop Tailor Appliquer Zigzag Blindstitch-Machine Operator Chainstitch Sewing Machine Operator Felled-Seam Operator, Chainstitch Lockstitch-Machine Operator Overlock Sewing Machine Operator Zigzag-Machine Operator

APPROVABLE PROGRAMS AND JOB DESCRIPTIONS	CAREER OPPORTUNITIES
FOOD SERVICE	
Prepares food using standard recipes; selects and correctly uses proper equipment for specific jobs in food preparation and service; sets and maintains tables; takes orders; serves food to customers; cleans tables; presents check; washes and inspects glassware, flatware, tableware, and utensils; takes inventory; receives, stores, and issues foods and supplies; plans menus; estimates consumption; assists with management of food service establishment.	Assistant Tester, Food Products Diet Clerk Food Assembler, Kitchen Caterer Helper Waiter/Waitress Cafeteria Attendant Counter Attendant, Cafeteria Chef Cook Food Service Worker Cook, School Cafeteria Baker Helper Cook Helper Food Service Worker, Hospital Dietary Aide Cake Decorator Baker
HOME FURNISHINGS, INTERIOR DESIGN	
Assists clients in the selection, use, installation, and care of accessories, furniture, lighting, floor coverings, wall and ceiling treatments, window treatments, tableware, table linens, centerpieces, household linens, kitchen equipment and utensils; plans and carries out room arrangements and displays of home furnishings; designs and constructs floral arrangements; constructs various window treatments and decorative items such as bedspreads, pillows, cushions, bolsters, and slipcovers; performs various managerial, stocking, care and maintenance, and delivery tasks related to home furnishing businesses.	Interior Design Assistant Floral Design Assistant Sample Checker Salesperson, Flowers Salesperson, China and Silverware Salesperson, Curtains and Draperies Salesperson, Floor Coverings Salesperson, Furniture Salesperson, Household Appliances Drapery and Upholstery Measurer Drapery and Upholstery Estimator Slip-Cover Sewer Cutter, Machine Cutter Inspector Drapery-Head Former Lay-out Machine Operator Drapery Operator Hemmer Overedge Sewer Sewing-Machine Operator (Home Furnishings) Pleater Supervisor (Home Furnishings)

APPROVABLE PROGRAMS AND JOB DESCRIPTIONS	CAREER OPPORTUNITIES

HOUSEKEEPING MANAGEMENT, HOSPITALITY SERVICES

Cleans guest rooms, patient rooms, private home, or public building; selects, uses, and cares for cleaning equipment and supplies; sweeps, mops, or vacuums floors; waxes and buffs or applies floor finish; shampoos carpet; makes beds; dusts, waxes or polishes, and cleans furnishings; cleans glass, light fixtures, walls, ceilings, doors, and woodwork; cleans window treatments; removes stains; takes measures to prevent and control pests; cleans and sanitizes bathrooms, restrooms, and shower rooms; launders, irons or presses, folds, stores, and distributes linens and clothes; performs other specialized tasks.

Executive Housekeeper
Linen Room Attendant
Housekeeper, Home
House Worker, General
Day Worker
Laundry Worker, Domestic or Commercial
Housekeeper (Hotels and Institutions)
Cleaner, Hospital
Cleaner, Housekeeping (Hotel, Motel, Restaurant, Beauty Shop, Commercial Buildings, Churches, etc.)
Home Attendant
Waiter/Waitress, Formal
Waiter/Waitress, Informal
Dining Room Attendant
Chef
Chef, Assistant
Cook
Cook, Short Order
Food Assembler, Kitchen
Supervisor, Housecleaner
Housecleaner

Students may advance to higher-level job positions through experience and/or further education. Additional education is available within the business or industry or through vocational-technical schools, colleges, or universities.

Need Determination

Factors to be considered when determining the need for a Home Economics Pre-Employment Laboratory Education program in a community include:

1) Needs of students for occupational education.

2) Need of school to include occupational education in curriculum offerings.

3) Need of community or area for trained personnel.

4) Opportunities for employment in occupational areas related to home economics.

5) Willingness of community members to support the educational program.

6) Skill level of performance necessary for the home economics-related jobs available.

7) Training presently available.

If the school can provide the space and equipment needed to carry out a successful PELE program, students can benefit greatly from the training provided. The laboratory situation permits simulation of actual job situations in a more controlled atmosphere than do cooperative education programs. The teacher personally directs students' skill training, can help the student relate techniques and procedures to a variety of employment situations, and can expose the student to a wider array of skills than might otherwise be possible. For some students this training provides the opportunity to acquire needed employment skills prior to entry in a Home Economics Cooperative Education program. For these reasons, a PELE program may be a valuable addition to the occupational offerings of a school.

Revenue Sources

The local school system must provide financial support for the Home Economics Pre-Employment Laboratory Education program. The school administration should set aside adequate funds each year for the purchase of supplies and instructional materials. The budget for supplies and instructional materials must be sufficient to meet the needs of the program. A minimum of $15 per student will be provided by the school for the operation of the Home Economics Pre-Employment Laboratory Education program for the first year. For each succeeding year of the program, $10 per student will be provided by the school for operation purposes.

Local funds may be used to purchase the following:

1) Available courses of study in occupational areas.

2) Books and other reference materials in the occupational areas in which students are training.

3) Books and other reference materials related to general topics to be used by the entire class.

4) Periodicals, audio-visual materials, and other teaching aids related to program needs.

5) File folders, stamps, and other items needed.

An additional allocation of $400 for each full Home Economics Pre-Employment Laboratory Education unit will be provided through the Texas Education Agency. These funds shall be used for the direct benefit and improvement of the Home Economics Pre-Employment Laboratory Education classes for which the vocational teacher unit is allocated. Eligible expenditures include the cost of (1) instructional materials, (2) teaching supplies, (3) technical library, and (4) minor instructional equipment. These funds are intended to supplement, not replace, local effort.

Good maintenance and repair of facilities and equipment contribute to the effectiveness of the Home Economics Pre-Employment Laboratory Education program. The local school district is responsible for the maintenance and repair of equipment in the classroom.

Credits and Prerequisites

Students in the first year of Home Economics Pre-Employment Laboratory must be enrolled for three consecutive semesters (80-minute periods) or three consecutive quarters (55-minute periods). Under the Semester Unit Plan (80-minute period) students may earn 3 units upon satisfactory completion of 480 clock hours of classroom and laboratory instruction in two consecutive class periods daily. Students may earn 6 units if they are enrolled in the program Under the Quarter Unit Plan (55-minute periods) students may earn 6 quarter units upon satisfactory completion of 320 clock hours in two consecutive class periods daily. Students may earn 12 quarter units if they are enrolled in the program for two years.

After completion of three semesters or quarters, a twelfth grade student may be granted credit for one, two, or three semesters or quarters depending on date of graduation.

There are no prerequisites for enrollment in the Home Economics Pre-employment Laboratory Education program. However, comprehensive homemaking education courses or specialized semester or quarter courses provide background understanding of the related home economics subject matter area.

Approvable Schedules

Approvable daily schedules for full Home Economics Pre-Employment Laboratory Education teacher units and combination homemaking education and pre-employment laboratory education teacher units are listed below. These schedules show the maximum number of classes and extra assignments and the minimum number of conference periods which may be assigned to a teacher.

1. SEMESTER UNIT PLAN (80-minute periods)

5 Class Periods per Day

1 pre-employment education unit	2 pre-employment education classes 1 conference period
1 combination homemaking education and pre-employment education unit	1 pre-employment education class 2 high school homemaking classes 1 conference period

	or
	1 pre-employment education class 1 high school homemaking class 2 conference periods
3/4 combination homemaking education and pre-employment education unit	1 pre-employment education class 1 high school homemaking class 1 conference period 1 other assignment

2. QUARTER UNIT PLAN (55-minute periods)

6 Class Periods per Day

1 pre-employment education unit	2 pre-employment education classes 2 conference periods
1 combination homemaking education and pre-employment education unit	1 pre-employment education class 2 high school homemaking classes 2 conference periods
	or
	1 pre-employment education class 1 high school homemaking class 1 study hall 2 conference periods
3/4 combination homemaking education and pre-employment education unit	1 pre-employment education class 1 high school homemaking class 2 conference periods 1 other assignment

7 Class Periods per Day

1 pre-employment education unit	2 pre-employment education classes 3 conference periods
	or
	2 pre-employment education classes 1 study hall 2 conference periods
1 combination homemaking education and pre-employment education unit	2 pre-employment education classes 1 high school homemaking class 2 conference periods

	or
	1 pre-employment education class 2 high school homemaking classes 3 conference periods
	or
	1 pre-employment education class 2 high school homemaking classes 1 study hall 2 conference periods
3/4 combination homemaking education and pre-employment education unit	1 pre-employment education class 2 high school homemaking classes 2 conference periods 1 other assignment

When more than one pre-employment laboratory education class is offered, Home Economics Pre-Employment Laboratory Education I and II should be scheduled separately.

Pre-employment laboratory education students will receive classroom instruction and laboratory experience for two consecutive periods five days per week. The two class periods cannot be interrupted for lunch, activity periods, or for other reasons.

A home economics pre-employment laboratory education teacher may not be assigned nonvocational subjects, management or operation of food service in the school lunch program, coaching, or physical education during the school day. A pre-employment laboratory education teacher may not be assigned extracurricular activities that exceed the amount assigned other teachers who are carrying a full teaching load.

Teacher Qualifications and Responsibilities

Qualifications

Qualifications required for a Home Economics Pre-Employment Laboratory Education Teacher-Coordinator are as follows.

Option I:

1) At least a bachelor's degree in home economics education from a college or university approved by the State Board of Education for the preparation of vocational homemaking teachers, with a minimum of 48 semester hours in home economics specialization courses. These courses are to be distributed among the following areas of home economics: child development, clothing and textiles, consumer education, family living, food and nutrition, home management, and housing.

2) The completion of a minimum of 18 semester hours of professional education at the junior or senior level, including 6 semester hours of home economics education, 6 semester hours of home economics student teaching, and 6 semester hours of secondary education.

3) A valid Texas vocational homemaking education teacher's certificate.

Option II:

1) Bachelor's degree.

2) Three years of recent wage-earning experience in the occupation or skilled trade for which instruction is offered.

3) 14 semester hours of specified professional teacher education courses.

Option III:

1) High school graduate or equivalent.

2) Five years of recent wage-earning experience in the occupation or skilled trade for which instruction is offered.

3) 14 semester hours of specified professional teacher education courses.

In addition, the teacher should have specialized training or occupational experience related to the occupations for which training is being conducted in the program.

Responsibilities

The teacher of a Home Economics Pre-Employment Laboratory Education program is employed by the local public school to supervise and coordinate the classroom instruction and the laboratory experiences of the students. It is the teacher's duty to promote interest in the program, counsel with prospective students regarding employment opportunities related to their interests and qualifications, develop and organize instructional materials, coordinate classroom and laboratory experiences of students, prepare reports, represent the school on special occasions related to vocational education, and keep permanent follow-up records on students.

A cooperative relationship with administrators, guidance personnel, and good personal relationships with other faculty members are also important. A positive attitude toward teaching for employment; an alertness to trends and advancements in the occupational area; an ability to communicate with students, faculty, administration, and community members; and a willingness to accept responsibility for follow-up of students are additional responsibilities for teachers of this program.

The following check sheet is a listing of duties and activities of the teacher for a Home Economics Pre-Employment Laboratory Education program. Checking the activities as they are accomplished may help the teacher initiate and conduct the Pre-Employment Laboratory Education program.

This check sheet should aid the teacher in evaluating progress in carrying out the program and in planning for further improvement.

Check Sheet

_____ Discuss plans for program with school administrators including superintendent, principal, vocational director, and counselors, and area homemaking consultant.

_____ Plan publicity for interpreting the Home Economics Pre-Employment Laboratory Education program to students, employers, and community.

_____ Organize advisory council.

_____ Meet with advisory council.

_____ Set up laboratory facilities.

_____ Set up classroom facilities.

_____ Establish policies for program operation in cooperation with school administrators.

_____ Develop filing system.

_____ Use job analyses as basis for training students.

_____ Complete required reports as required.

_____ Collect instructional materials and references for use by students.

_____ Develop lesson plans for group instruction on attitudes and abilities of successful employees, interpersonal relationships on the job, and other topics related to orientation to the world of work.

_____ Check student progress in class and in the laboratory.

_____ Confer with persons in the occupational area to keep up with trends and advancements in the field.

_____ Publicize activities of program.

_____ Sponsor Future Homemakers of America organization.

_____ Interview prospective students.

_____ Keep permanent records on students.

_____ Include pictures, slides, student success stories, and other evidences of the PELE program with Annual Report.

CHAPTER II

ADVISORY COUNCIL

The success of any Pre-Employment Laboratory Education program depends upon continuing communication between the school and business and industry. The involvement of members of the community with the program is vital for the program's success. One way of involving community members is to establish a local advisory council. The Guide in Planning Vocational Programs in Local Education Agencies, Texas Education Agency, 1977, provides that such councils must be established in communities operating Pre-Employment Laboratory Education programs.

Duties of Advisory Council Members

The advisory council has no administrative function, but makes constructive recommendations for the improvement of the program and helps carry out these recommendations when requested to do so by the teacher or other school officials. One of the major purposes of an advisory council is to aid in the planning of a sound occupational education program which meets the needs of both the student and the community. Listed below are suggested duties of an advisory council:

1) Assess occupational needs related to the Pre-Employment Laboratory Education program.

2) Advise, as needed, in regard to program objectives, course content, and competencies expected in the occupations for which the training is being offered.

3) Advise school in planning laboratory facilities and in selecting equipment.

4) Advise on criteria for the selection or recruitment of students.

5) Aid in publicizing and promoting the program in the community.

6) Identify community resources and provide supplementary instructional materials when available.

7) Assist with the evaluation of the program.

Selection of Advisory Council Members

The advisory council should be organized in the initial stages of the program. The teacher should identify possible council members from the business and industry community. This may have been done when the initial survey of the community was made to determine a need for the program. The school superintendent, vocational director, and principal may also be able to recommend possible council members. Advisors should be selected for their occupational competence, community esteem, interest in participating, and willingness to spend the time required. An effort should be made to include a balance of males and females and community ethnic groups in selecting council members.

Once the members of the council have been selected, they should be approved by the superintendent, and the letter of invitation, signed by the superintendent, should be sent to each person. The letter of invitation should explain the functions of and define the term of service for advisory council members. A suggested letter of this type is shown in Figure 1, page 17.

The advisory council may be composed of five to seven members who serve for one or two years. One- to two-year terms for council members provide an opportunity for more citizens of the community to become acquainted with the program. A rotation plan for the addition of new advisory council members should be used. The majority of the council should consist of representatives from business and industry. Members on the council should include representatives from each of the following categories:

Managers or owners of businesses

Outstanding supervisors and employees

School administrators (only one school administrator should serve in any one year)

Students

Parents

Selection of advisory council members may be acknowledged in a news release by the superintendent or other school official. A sample news release regarding selection of advisory council members is included in Figure 25, page 88.

Organization of Advisory Council

Each council should have a chairperson and a secretary selected from the group. The chairperson should be a representative of the community rather than a school administrator. Meetings are called by the chairperson at the suggestion of the teacher. Meetings should be held periodically, but not more often than is necessary. A minimum of three meetings per year is recommended. Advisory council members donate their time and efforts to aid the school, and the imposition of unnecessary demands on their time is unwise. A clear-cut agenda with a definite purpose should be planned for every council meeting. Meetings called merely for the sake of meeting are likely to result in a loss of interest and an eventual loss of council members. Meetings should begin and end on time.

Good communication between council members and the school may be facilitated by selecting the PELE teacher to serve as secretary. A copy of the minutes of each meeting should be sent to all council members. The superintendent, vocational director, coordinator of Homemaking Education, and principal should be kept informed of the proceedings of each meeting.

Working With the Advisory Council

The following suggestions may be helpful to the teacher when working with an advisory council meeting.

1) Notify members well in advance of the meeting.

2) Plan and distribute the agenda for the meeting ahead of time.

3) Provide materials needed for the meeting.

4) Create a relaxed atmosphere.

5) Give members an opportunity to express their ideas, and make them feel that their contributions are valuable.

6) Guard against letting one person's ideas dominate the thinking of the group.

7) Emphasize the positive rather than the negative point of view.

8) Make important suggestions only after there has been time for thought.

9) Close the meeting with a summary of suggestions made and with an understanding of what is to be done before the next meeting.

10) Discuss the suggestions made by the advisory council with the school superintendent, vocational director, coordinator of Homemaking Education, and principal.

11) Inform the council of actions taken by the school as a result of their suggestions.

12) Assist council members and the school in evaluating the council's efforts.

FIGURE 1

LETTER OF INVITATION TO ADVISORY COUNCIL MEMBER
(School Letterhead)

(Date)

(Inside Address)

Dear :

The *(Name of School System)* would like to extend an invitation to you to participate as an advisory council member for the *(Name of High School)* Home Economics Pre-Employment Laboratory Education program for the *(Date)* school year.

The functions of the advisory council are to make constructive recommendations for the improvement of the program and to serve in other advisory capacities as needed. The council will function under the guidance of *(Teacher in Occupational Area)*, teacher of the Home Economics Pre-Employment Laboratory Education program, and will meet a minimum number of times throughout the year. If you desire further information concerning the program before responding to this invitation, please contact *(Name)* *(Phone)*.

Would you please notify us within the week as to your decision concerning this opportunity? Your participation as a member of the council would be a service to both the school and the community.

Sincerely yours,

(Name of Superintendent)
Superintendent of Schools

CHAPTER III

FACILITIES, EQUIPMENT, AND SUPPLIES

The school must provide adequate facilities and equipment to insure the successful operation of the PELE program. Adequate supplies are also essential to the success of the program.

The Facility

Facilities must be provided for both classroom instruction and laboratory experiences. The classroom should contain sufficient space for the number of students expected to enroll. Tables and chairs provided for students should allow for both individual and group work. In addition, a teacher's desk, filing cabinets, bulletin board, chalk board, and storage for instructional materials and teaching aids should be included. Regular custodial service must be provided for the facility.

The laboratory for the PELE program should be planned to simulate successful business establishments in the occupational area for which training is provided. In some PELE child care programs, the decision may be made to use public child care facilities for students' laboratory experiences, rather than to equip a special facility for the program. The use of a public child care center requires approval of the Director of Homemaking Education, Texas Education Agency, and a written agreement between the school and the manager of the child care facility. (For further information, see the PELE Child Care Guidebook.)

The PELE facility should meet the minimum space requirements stated in the Vocational Homemaking Education Program Standards, Revised, 1977. Minimum space requirements for effective operation of PELE programs are: Home Furnishings, 1344 square feet; Clothing, 1344 square feet; Food Service, 1632 square feet; Housekeeping Management, 1344 square feet. A child care laboratory must have 40 square feet per child plus 150 square feet of fenced, outdoor play area per child. Suggested Equipment Lists for Home Economics Pre-Employment Laboratory Education showing two acceptable floor plans for each type of program are included in the guide for each program area. The area vocational homemaking education consultant serving the school district is to assist in planning the facility.

Remember that the activity itself often is more important in determining space needs than the number of students to be enrolled in each class. Space provided cannot be reduced below the minimum amount required for the activity even when the anticipated class size is small.

Equipment and Supplies

Equipment and supplies appropriate for the type PELE program offered must be provided. Equipment should be similar in type, quality and quantity to that used in successful business establishments. (See the program area guidebook for a list of the equipment needed for the specific type of program.) Within funds available, equipment on the list is reimbursable according to the district's current percentage assignment for state participation in equipment funding. Request for approval of equipment for reimbursement is made on Form VOC-052R75, Reimbursable Equipment Schedule. Items to be purchased are selected from bids submitted according to the local school district's policy. Major equipment (items costing $100 or more per unit) and minor equipment (items costing less than $100 per unit) must be listed separately. All items listed must be properly and adequately described including size and capacity when applicable. The form accompanied by a cover letter to the Director of Homemaking Education should be mailed to the Document Control Center, Texas Education Agency, 201 East Eleventh Street, Austin, Texas 78701.

Equipment must be maintained and updated on an annual basis. Information on equipment maintenance is included in Chapter VI, Laboratory Instruction and Management.

Laboratory Planning

The PELE laboratory should be carefully planned in accordance with occupational work standards as well as instructional considerations. Adequate space must be provided for group, individualized, and laboratory instruction.

A rectangular space is the most common shape used for the PELE laboratory. At least two entrances should be provided. For greatest flexibility and efficiency, the space should not be divided by columns or other projections. Space for group instruction, planning, counseling, and office work may be provided either adjacent to or within the lab. Adequate space must be provided in each laboratory work area for the activity and for the maximum number of students to work in the area at once. Traffic lanes should never be considered part of the work area. Facilities should be located so that equipment and supplies are stored at the point of first use whenever possible.

Adequate storage, which is necessary for maximum efficiency, is an important part of the PELE laboratory. Storage facilities are needed for portable equipment, laboratory tools and supplies, laboratory projects, instructional supplies and aids, reference materials, and program records. Well-organized materials easily accessible from the related work area minimize labor, an important consideration in teaching occupational skills. Stored materials should be visible to prevent waste, reduce duplication, and aid in maintaining adequate supplies. Materials should be stored in accordance with safety considerations to reduce the likelihood of accidents. The storage areas should not interfere with traffic flow, or create projections which reduce visibility or work space.

In planning laboratory facilities, several general space requirements must be considered:

1) Adequate work space must be provided for efficient use of each area of the laboratory.

2) Space must be provided near each work area for any related activities.

3) When activities must occur in a particular sequence, this sequence must be considered in arranging the facility.

4) Traffic lanes must be left for walking and moving materials and equipment.

5) Sufficient storage for equipment, supplies, and projects must be provided to insure efficient operation, uncluttered appearance, safety, and elimination of pilferage and theft. Approximately 15 percent of the space in the facility will be needed for storage.

6) Adequate plumbing and electrical outlets are essential to safe and efficient laboratory operation.

When planning laboratory space, remember to include:

1) Doors large enough to permit easy movement of equipment, instructional materials, and supplies.

2) Provisions for handicapped persons, including wide doorways and traffic lanes, appropriate storage, and accessible work areas.

3) A display case both for instructional exhibits and display of student projects.

4) Entrances for young children in the child care laboratory and for customers in food service, clothing, and home furnishings programs.

5) Adequate facilities for safe disposal of trash and garbage.

6) Fire extinguishers near potential fire hazards.

A multi-purpose instructional area in the laboratory or adjacent to it should provide space for group instruction, audio-visual presentations, group discussions, and individual study. Movable chairs and tables make the space adaptable for lectures, demonstrations, small group discussions, or individualized instruction. The area often becomes a part of the laboratory serving as the dining area for a food service laboratory, or work space for the clothing or home furnishings laboratory. Shelves and display units should be provided for books, magazines, and journals. A screen should be provided for audio-visual presentations. Storage for instructional equipment and supplies should also be provided in this area.

Office space for the PELE teacher should be planned within or adjacent to the laboratory if possible. Locating the office in or adjacent to the laboratory has the advantage of permitting the teacher to maintain visual supervision of students in the laboratory, even while conducting a private conference in the office. Planning is also facilitated when the office is near instructional and laboratory resources.

The following sequence may be useful in planning the PELE laboratory:

1) Request the assistance of the area homemaking consultant.

2) Establish an advisory council.

3) Study the PELE Handbook and occupational area guidebook.

4) Study the Texas Education Agency suggested equipment and supply list for the type program planned.

5) Determine the size laboratory area needed. The minimum acceptable size for each type program is stated in the Vocational Homemaking Education Program Standards. This amount of space may need to be increased to provide for larger classes.

6) Make a scale drawing of the floor plan, showing locations of doors, windows, and movable partitions.

7) Plan the areas to be included and traffic flow between areas.

8) Locate furniture, equipment, and storage facilities in each area.

9) For child care laboratories, plan outdoor playground and storage.

10) Prepare equipment lists according to anticipated student enrollment, utilizing suggested equipment lists.

11) Secure approval of area consultant.

CHAPTER IV

STUDENT SELECTION

One of the most important factors in the success of a Pre-Employment Laboratory Education program is the quality of students selected to enter training. This does not mean to imply that all students must be "A" or "B" students, but it does mean that they should possess the aptitude, interest, need, physical and mental competence, and other qualifications necessary for success in a particular occupational area.

Eligibility of Students

High school students who are sophomore, junior, or senior classification are eligible for entrance into the program provided they have an interest in and need for such training. Acceptance for membership shall be on the basis of training objectives, aptitude, interest, need, physical and mental compentency, and other qualifications essential to successful training and employment. A student may be enrolled in Home Economics Pre-Employment Laboratory Education for a maximum of two years. One advantage in enrolling sophomore students is that it prepares them for entry into a Home Economics Cooperative Education program.

Factors to Consider When Selecting Students

The following personal information may aid in selecting students for a Home Economics Pre-Employment Laboratory Education program:

1) Interest in occupation
2) Physical suitability
3) Disciplinary record
4) School attendance records
5) Hobbies
6) Past work experience
7) Recommendations
8) Past employer's opinions
9) Other school activities
10) Personal appearance
11) Grades in high school
12) Personality characteristics

   a) punctuality
   b) honesty
   c) loyalty
   d) alertness
   e) accuracy
   f) perserverance
   g) cooperation
   h) initiative
   i) sincerity
   j) willingness to work

Students who wish to develop skill in a vocation and who need and can profit by the training should be accepted into the program. Those who are emotionally unstable or immature should not, ordinarily, be accepted for the Pre-Employment Laboratory Education program. However, the teacher should also look for potential in students who exhibit some undesirable characteristics at the time of application.

Recruiting Students

Although recruitment in the spring is more desirable than in late summer, teachers who are beginning a program may have no other alternative. One way of contacting students would be to examine student records and secure referrals from other homemaking teachers. A letter containing information for an interview should be mailed to all eligible students. A card which the student may use to request information about the PELE program may be included. An example of such a letter and card is shown in Figure 2, pages 24-25.

From these forms, the list can be narrowed to those who are interested and who can then be scheduled for personal interviews. Application blanks asking for the following information can be given to the students at the interview:

1) Personal information
2) Resume of school credits
3) Interest in FHA
4) Previous employment, if any
5) Class schedule
6) References
7) Signature of student
8) Signature of parent or guardian

An example of an application form is shown in Figure 3, pages 26-28. The teacher must check with administrators to be sure the form is consistent with existing school policies. This form is helpful in working with prospective students and should be placed in individual student's folders as students become active in the Home Economics Pre-Employment Laboratory Education program.

Securing Recommendations

Student rating sheets should be sent to the teachers the student listed as references on the application blank. A suggested form is shown on Figure 4, page 29. Some qualifications of an applicant are difficult to evaluate through personal interviews and from the application forms. Information about attitudes, character, and ability to work well with others can be obtained from interviews with teachers, principals, and employers.

Schedules of students selected for the pre-employment program should be checked to be certain that they will be able to graduate with their class. Required courses should be checked carefully. Since Pre-Employment Laboratory Education classes are scheduled for two consecutive class periods daily, scheduling other classes may be difficult. Some schools permit Pre-Employment Laboratory Education students to register before various sections are filled.

FIGURE 2

LETTER TO STUDENT

(School Letterhead)

(Date)

(Inside Address)

Dear :

A new program, Home Economics Pre-Employment Laboratory Education *(Identify Specific Program Area)*, has been added to the list of high school subjects for sophomores, juniors, and seniors. The purpose of the program is to prepare students for employment. In this program, the student will receive classroom instruction and laboratory experience for two consecutive class periods each day.

A student may enroll in the course for either one or two years depending on training objectives. *(Number of Credits Awarded Locally)* credits will be awarded per year. This plan enables the student to prepare for full-time employment and at the same time satisfy graduation requirements.

If you are interested in obtaining further information about the program, you may contact *(Teacher)* at the *(Name of High School)* any morning during the week of *(Date)* from *(Time)*. If it is not possible for you to come in person, you may mail the attached blank to *(Teacher)* at *(Name of High School)*.

Sincerely yours,

(Name of Principal)
Principal

(NOTE: For continuing programs, the letter may be adapted by replacing the first sentence by the following one: "Home Economics Pre-Employment Laboratory Education *(Identify Specific Program Area)* is available for high school sophomores, juniors, and seniors.")

FIGURE 2 (CONT.)

REQUEST FOR INFORMATION ABOUT PELE

Please send me additional information about Pre-Employment Laboratory Education--*(Specify Program Area)*.

Name _____ Grade _____

Address _____ Phone _____

Return to: _____
(Teacher's name)

_____
(Address)

_____

FIGURE 3

APPLICATION FOR ENROLLMENT

HOME ECONOMICS PRE-EMPLOYMENT LABORATORY EDUCATION

Name _____ Classification _____

Address _____ Zip Code _____

Attach a recent photograph in this blank.

Phone _____

Age _____ Birth Date _____

Social Security Number _____

Application Date _____

Homeroom Teacher _____ Homeroom Number _____

Marital Status: Single _____ Married _____ Spouse's Name _____

Occupation of Spouse _____

Father's (Guardian's) Name _____

Address _____ Zip Code _____

Occupation _____ Firm _____

Mother's (Guardian's) Name _____

Address _____ Zip Code _____

Occupation _____ Firm _____

Names and ages of brothers and sisters _____

_____

Do you have any physical disabilities? _____ If so, what? _____

_____

What required subjects do you lack for graduation?

_____ _____ _____

_____ _____ _____

_____ _____ _____

FIGURE 3 (CONT.)

Do you plan to continue your education beyond high school? Yes _____ No _____

If so, will you need to work to pay any of your expenses?
None _____ Part _____ All _____

What are your interests? (Hobbies, organizations, sports, extracurricular)

_____

_____

_____

How did you become interested in this program? Why do you want to enroll in this program?

_____

_____

_____

Have you ever been suspended from school? Yes _____ No _____ If so, when and for what reason?

_____

_____

Are you interested in participating in Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) activities?
Yes _____ No _____

School subjects you like most _____

_____

Please check the homemaking courses listed below which you have taken and give the names of the teachers who taught the courses.

Homemaking I _____
Homemaking II _____
Homemaking III _____
Homemaking IV _____
Summer Projects _____

Child Development _____
Consumer Education _____
Home and Family Living _____
Home Furnishings _____
Home Management _____
Home Nursing _____

Are you working now? _____ If so, where? _____

FIGURE 3 (CONT.)

Previous Employer	Location	Manager

Class Schedule

Period	Course	Room No.	Teacher
HR			
0			
1			
2			
3			
4			
5			
6			
7			

Have you discussed the advisability of your enrollment in this program with your parent(s), guardian, or spouse? Yes _____ No _____

List the names of four teacher references.

_____

_____

_____

_____

Approved: _____ Signed: _____
Parent or Guardian Student

FIGURE 4

STUDENT RATING SHEET
(Date)

(Inside Address)

Dear :

(Student's Name) has made application for admittance into the Home Economics Pre-Employment Laboratory Education program. Your evaluation of the rating of this student in relation to the following characteristics will be greatly appreciated.

Please check appropriate squares, and return to *(Teacher's Name)*.

Rating: E - Excellent G - Good F - Fair P - Poor

CHARACTERISTICS	E	G	F	P	COMMENTS
Honesty					
Dependability					
Willingness to work					
Capacity to do work					
Quality of work					
Attitude toward school					
Personal appearance					

Thank you for your assistance.

Sincerely,

(Teacher's Name)

CHAPTER V

CLASSROOM INSTRUCTION AND MANAGEMENT

Students in Home Economics Pre-Employment Laboratory Education programs receive both individual and group instruction in class. Approximately sixty percent of the class time should be spent in study which is designed to improve the student's knowledge, skill, and attitude toward jobs in the occupational area in which training is offered. Approximately forty percent of the total time spent in classroom instruction throughout the year should be in instruction which deals with orientation to the world of work.

Class Instruction

The following reminders are applicable in planning either group or individualized instruction.

Teaching is more effective when

- objectives are definite and clear to students
- learning experiences are
  - realistic
  - related to objectives
  - challenging, but on a level where students can succeed
  - varied
  - interesting
  - presented in a positive atmosphere
- evaluation is
  - part of the learning process
  - serves as a basis for future learning

Students react positively when learning experiences provide

- opportunities for success
- recognition of achievement
- rewards that signify achievement
- a chance to develop self-control in the learning process
- variety

Students react negatively when they experience

- pain
- discomfort
- fear or anxiety
- humiliation
- embarrassment
- boredom
- frustration

Effective learning experiences may be provided through

demonstration/performance	group work
simulation exercises	student reports
role-playing and sociodrama	individualized learning packets
discussion	field trips
committees	audio-visual programs
problem situations	resource persons

Instructional Materials

A variety of instructional materials must be provided for use by students in the Home Economics Pre-Employment Laboratory Education program. The basic guide for instruction in the program is the PELE Guidebook for the particular type of program. Guidebooks[1] are available for the following occupational areas: Child Care, Clothing, Food Service, and Home Furnishings. Classroom sets of key publications related to the occupational area for which training is offered should be provided for student use. A reference list describing such publications is included in each PELE guidebook. A variety of supplementary references and audio-visuals related to the occupational area should also be made available. Orientation to the World of Work[1] and related references and audio-visuals are needed for preparing students for general aspects of employment.

Orientation to the World of Work

Teachers guide students in adjusting to employment conditions and in developing desirable attitudes toward school, employment, and social and civic responsibilities. This underlying philosophy directed the development of the curriculum materials presented in Orientation to the World of Work. This guide is equally useful for both HECE and PELE programs. If students from a PELE program are likely to progress to an HECE program following one or two years of laboratory training, teachers of both programs should work together in planning the use of the Orientation guide. This will enable them to develop more interesting and useful programs for their students. The units include an introduction to Home Economics Cooperative Education, FHA-HERO, job success, personal management, money management, citizen services and responsibilities, job application, planning your future, and evaluation. (NOTE: The PELE teacher will need to adapt "Unit I: Introduction to Home Economics Cooperative Education" to fit the PELE program. In the remaining units, most of the suggested learning experiences are appropriate for PELE classes.)

Units follow this format: subject, key ideas, behavioral objectives, learning and evaluation experiences, teaching aids. A wide variety of related teaching aids such as programmed instruction, stories, case situations, simulation games, tests, skits, cartoons, ideas for bulletin boards, instant slides, and other visuals are included at the end of each unit.

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[1]Available from Home Economics Instructional Materials Center, Texas Tech University, Box 4067, Lubbock, Texas 79409.

Numerous references related to the units in Orientation to the World of Work are available. The teacher will want to include books, pamphlets, resource kits, and audio-visuals to make instruction interesting and informative. The reference list accompanying Orientation includes annotated suggestions and order information for a variety of references.

A suggested calendar for using Orientation to the World of Work in the PELE program is included in Figure 5, pages 35-36. The calendar should be a useful aid in planning instruction aimed at preparing students for the general aspects of work during their first and second years in the program.

PELE Guidebooks

Instructional guidebooks available for PELE program areas are:

Guidebook	Program Area
Child Care	Child Care
Clothing	Clothing Fashion Design Power Machines
Food Service	Food Service
Home Furnishings	Home Furnishings Interior Design

Each guidebook includes an introduction to aid the teacher in planning and conducting a PELE program in the specific occupational area, a curriculum guide for the occupational area, and a reference list.

The curriculum guide includes competencies to be attained by the students, objectives, subcompetencies needed by entry-level employees, skills to be taught in the laboratory portion of the program, and concepts to be included in classroom instruction.

The annotated reference list includes books, pamphlets, periodicals, and teaching aids. It also lists additional sources of pamphlets and teaching aids to aid the teachers in obtaining the most up-to-date resources possible for use in the PELE program. A list of publishers is included for convenience in ordering the instructional materials listed. Prices are current at the time of printing, but of course, may be expected to increase periodically.

Additional Sources of Materials

A variety of instructional materials related to the occupational area for which training is provided should be collected for use in the PELE classroom. Some references may be purchased in sufficient quantity to permit their use as texts. Other references may be purchased in classroom sets or individual copies as needed.

Specialized instructional materials have been developed for Home Economics Cooperative Education programs in Texas. A teacher whose students do not progress into an HECE program may choose to use these instructional materials in a PELE program. Courses of study[1] related to the PELE occupational areas are: Child Care Aide, Clothing Assistant, Dietetic Aide, Food Service Employee, Home Furnishings Aide, and Housekeeping Management Assistant.

Because of the similarities in planning and conducting laboratory education programs, teacher guides developed for Coordinated Vocational-Academic Education programs may also provide valuable guidance to the PELE teacher. These guides[1] are: Clothing Services, Food Services, and Home Furnishings Services.

Courses offering ideas for additional instructional materials include lists accompanying this handbook, publication lists from the U.S. Office of Education and U.S. Government Printing office, Forecast, American Vocational Journal, Journal of Home Economics, and trade journals. Additional suggestions may come from employers, advisory council members, and other teachers.

Additional related materials available from the Home Economics Instructional Materials Center include: Conceptual Framework for Homemaking Education in Texas, Family Living, Home Management and Consumer Education, Child Development, Clothing and Textiles, Food and Nutrition, Housing and Home Furnishings, Consumer Education, and Consumer Education for Families with Limited Incomes. Instructional materials developed for other program areas may be adapted for use in the Home Economics Pre-Employment Laboratory Education program.

Evaluation

Evaluation can be an effective tool for helping students see their own growth. Objectives should serve as the basis for all evaluation in the Pre-Employment Laboratory Education program. Evaluative judgments in the program should be based (at least in part) on data and information obtained through the use of sound measurement procedures and techniques. A variety of procedures and techniques should be used to obtain the data and information necessary for making an evaluative judgment. Homework assignments, work done in class, projects, reports, self-evaluative instruments, and tests are but some of the types of student work currently used as a basis for measuring student growth in Pre-Employment Laboratory Education programs.

A pencil and paper test is one of several ways to evaluate cognitive objectives and is one of the most frequently used by teachers. It is used to evaluate knowledge and intellectual skills and sometimes to evaluate affective objectives. Although a written test cannot effectively appraise psychomotor skills, it can evaluate the principles that accompany these skills. Both essay questions and objective test items may be used effectively in the PELE classroom.

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[1]Available from Home Economics Instructional Materials Center, Texas Tech University, Box 4067, Lubbock, Texas 79409.

Oral tests may be used to identify errors in a student's understanding and reasoning. By asking probing questions, the teacher can determine why a student answers a question wrong. Such information is extremely useful to the teacher. Oral testing also reveals how well a student can apply his or her knowledge to new situations, though this can be tested by paper and pencil tests as well. Role playing various occupational situations can be used successfully in this type of oral testing.

Nontest devices and procedures are particularly applicable for the evaluation of personal qualities such as values, attitudes, and relationships. Measuring these aspects of the student's occupational development are essential in determining whether the student is acquiring the skills and attitudes necessary to become employable. Rating devices, including checklists, rating scales, and score cards, are very useful in evaluating personal qualities. Reporting forms, including project reports, diaries and logs, questionnaires, anecdotal records, and autobiographies, can be used to evaluate personal qualities, skills, and knowledge. Audiovisual techniques such as tape recordings, films and filmstrips, photographs, slides, transparencies, pictures, cartoons, and graphs are also more useful for evaluating personal qualities than for evaluating knowledge or skills.

FIGURE 5
CALENDAR FOR USING ORIENTATION TO THE WORLD OF WORK

First Year

August
Unit I — Introduction to HECE*
1. Responsibilities of the HECE student*
2. Course Organization and Content

September
Unit II — FHA-HERO
1. Organization
2. Personal Growth Through Program Action IMPACT
3. Personal Growth Through ENCOUNTER

October
Unit III — Job Success
1. Personal Effectiveness
2. Relationships on the Job

November
Unit III — Job Success
3. Personal Safety
4. Physical and Emotional Health

December
Unit IV — Personal Management
1. Values, Goals, and Standards
2. The Management Process

January
Unit IV — Personal Management
3. Managing Resources

February
Unit VI — Citizen Services and Responsibilities
1. The American System
2. The Role of the Citizen

March
Unit VI — Citizen Services and Responsibilities
3. Legal Responsibilities
4. Consumer Rights and Responsibilities

April
Unit I — Introduction to HECE*
3. Purposes of HECE*
4. Publicizing the HECE Program*

May
Unit IX — Evaluation

* Adapt for PELE

FIGURE 5 (CONT.)
Second Year

August
Unit I — Introduction to HECE*
1. Responsibilities of the HECE Student* *(Review)*
2. Course Organization and Content

September
Unit II — FHA-HERO
1. Organization *(Review)*
2. Personal Growth Through Program Action IMPACT *(Review)*
3. Personal Growth Through ENCOUNTER *(Review)*

October
Unit IV — Personal Management
1. Values, Goals, and Standards *(Review and Expand)*
2. The Management Process *(Review and Expand)*
3. Managing Resources *(Review and Expand)*

November
Unit V — Money Management
1. Money, Income, Payroll, and Deductions
2. Spending Plan

December
Unit V — Money Management
3. Banking
4. Credit

January
Unit V — Money Management
4. Credit (continued)
5. Insurance

February
Unit VIII — Planning Your Future
1. Career Choices
2. Career Survey

March
Unit VIII — Planning Your Future
3. Career Progress

Unit I — Introduction to HECE*
4. Publicizing the HECE Program*

April
Unit VII — Job Application
1. Written Application
2. Personal Interview

May
Unit IX — Evaluation

* Adapt for PELE

CHAPTER VI

LABORATORY INSTRUCTION AND MANAGEMENT

Effective laboratory instruction and management involves development of procedures for controlling equipment and supplies, maintaining laboratory facilities and equipment, organizing students, maintaining business and industry standards, evaluating students' laboratory work, and sharing the laboratory with other teachers.

Control of Equipment and Supplies

A system of providing equipment and supplies for student use is an essential part of laboratory management. The system used must be designed to keep losses at a minimum, keep equipment in working order, teach students to assume responsibility, keep the laboratory neat and orderly, and promote safety. The system should also be similar to that which would be used on an actual job in the occupational area.

Effective control of laboratory equipment and supplies contributes to

1) Teacher accountability.

2) Wise use of public funds.

3) Encouraging good work habits.

4) Discouraging theft of equipment and supplies.

5) Elimination of interruptions or delays in planned laboratory experiences.

6) Maintaining student morale.

Storage Facilities

Storage needed varies greatly among the different Pre-Employment Laboratory Education program areas, but a few basic considerations apply to each type of program.

1) Frequently-used equipment and supplies should be located near the work area where they are used first.

2) Frequently-used equipment and supplies should be placed where they are easy to see.

3) Place items together which are used together.

4) Stack only identical items.

5) Stack unlike items only one row deep and one layer deep.

6) Place items at convenient height.

7) Provide room at the top and sides for grasping and replacing items.

8) Turn items so they are easily reached and grasped.

Student Involvement

Student participation in equipment and supply control not only helps protect laboratory equipment and supplies, but provides realistic job-related training as well. Specific student assignments may include receiving and issuing food and supplies in the food service laboratory; checking cabinets of expendable supplies in the child care, clothing, or home furnishings laboratory; or issuing supplies from the linen or supply room in the hospitality services laboratory.

In most cases, control activities should not take more than a few minutes of each laboratory period. Although duties should be rotated frequently, it may be valuable occasionally for a student to perform the same duty for several consecutive laboratory periods in order to gain a better understanding of the duty. For example, a food service student might be assigned full time to the receiving, storing, and issuing station for a number of consecutive laboratories.

Although students should be involved in equipment and supply control, the teacher must assume the ultimate responsibility. The teacher, therefore, should build safeguards and double-checking into the system used, just as management does in business and industry.

Supply Distribution and Inventory Control

Distribution methods selected for use in the pre-employment laboratory should be similar to those used in the occupational area in business and industry. The supply distribution system should be clearly understood by the students. They must know the procedures to follow for obtaining supplies. Supply cabinets and storage areas should be kept locked when not in use.

A system of inventory control for consumable supplies is a necessary part of laboratory management for several reasons:

1) Inventory control insures that the teacher knows when new supplies are needed and prevents unnecessary purchase of new supplies.

2) A careful inventory system helps insure wise use of public funds.

3) An inventory control system helps prevent pilferage and vandalism.

4) The program is of greater educational value when the control system is similar to that used in business or industry.

A card-file inventory control system is appropriate for the Pre-Employment Laboratory Education program. Each card represents an individual item and can be deleted or replaced easily when there is a change in items on the inventory list. Such a system is described further on page 41.

Consumable supplies are often recorded on a perpetual-inventory system. Such a system helps the teacher maintain adequate supplies because the inventory clearly indicates at all times the quantity on hand of each item. Each supply inventory card or sheet gives the name and specifications of the item and the amount initially purchased. The amount used is recorded and subtracted from the total, leaving the balance on hand. When the quantity of the supply drops below a set amount, the teacher requisitions purchase of additional quantities.

Student involvement in the inventory of supplies presents an excellent teaching opportunity. Students become familiar with quantity and size designations used for various supplies. Learning inventory procedures also helps students acquire occupational skills. However, since the teacher is responsible for accuracy of the inventory, close supervision of students while taking inventory is essential.

Estimating Supply Needs

Estimating the quantity of supplies needed should be based on supplies used in the past and on anticipated future use of supplies as determined by planned laboratory experiences and program objectives. By reviewing the past supply use, the teacher can estimate the amount of supplies needed for each laboratory activity. The most difficult laboratory management tasks in the beginning program involve estimating instructional supply needs for various laboratory experiences. Maintaining records of supplies used can increase the teacher's competency in estimating supply needs.

The projected supply list should contain information on the supplies needed for each planned laboratory experience and the number of students involved in each activity. An allowance for extra consumable supplies should be included in projections to allow for the variations in students' learning abilities which cause students to use different quantities of supplies in mastering a task. No supply-estimation method is foolproof, but a satisfactory estimate of supplies can be determined by careful use of the records.

It is more difficult to estimate supply needs accurately in programs, such as food service, which provide customer services than in programs which do not because customer demand may increase or decrease supplies needed. However, the projected supply list can serve as a guideline for estimating consumable supply needs for programs offering customer service.

Handling Money

When customer services are provided, a careful system for handling any money received must be worked out with the school administration. If learning to handle money is a part of the students' learning, the procedure developed should resemble the system used in related businesses. Adequate controls must be built into the system just as they are in business. Because of legal implications, the teacher should be certain that the system developed meets the approval of school officials and that it is strictly followed.

Using an undesignated cash account (i.e., cash kept by the teacher without school authorization) for supply purchases, even for minor and emergency supplies, is strongly discouraged. There are several valid reasons against use of an undesignated cash account.

1) Since such accounts are not audited, the teacher is vulnerable to charges of misappropriation of funds.

2) The classroom or laboratory does not have proper facilities for safeguarding cash since desks and file drawers were not designed for this purpose.

3) The bookkeeping necessary to maintain a petty cash account is quite time-consuming. It is much better to work out satisfactory procedures for obtaining supplies with the school administration.

Equipment Maintenance

Pre-employment laboratories contain complex and expensive equipment. The PELE teacher must see that the equipment is maintained in operable and safe condition. The teacher must provide a functional maintenance plan which provides for routine and preventive maintenance in addition to major and minor equipment repairs.

Equipment should be viewed as a necessary instructional tool and should be kept in good working order. This may be handled several ways. Many teachers learn to do a part of the equipment service and repair themselves, but this should not mean that equipment is serviced only when it breaks down. It should be remembered, however, that without prearranged service agreements, repairs may be delayed while service is requisitioned. In addition, the firms servicing equipment often take care of regular customers before responding to emergency service requests of occasional clients.

Routine Maintenance

Routine maintenance contributes to a safe environment for students, teacher, and patrons. Routine maintenance includes general cleanup and inspection and the care and minor repair of tools and equipment. In addition to regularly scheduled measures, an essential part of the routine-maintenance program is keeping frequently needed parts and supplies on hand.

Routine maintenance may be performed by students under the teacher's supervision if it is of educational value. Students assigned to such duties must be given thorough instructions relating to the maintenance tasks. They should follow definite schedules and use checklists to insure thoroughness. Avoid having students perform maintenance tasks which require advanced technical skill or which would not be performed by an employee in an actual job situation.

Preventive Maintenance

Preventive maintenance involves regularly scheduled inspection and service designed to detect potential causes of breakdowns, malfunctions, and hazards before they occur. Preventive maintenance increases the life of equipment, reduces repair and replacement costs, and increases equipment safety.

A preventive maintenance plan for the Pre-Employment Laboratory Education program should include:

1) Inspection of all equipment periodically.

2) Performance of needed services.

3) Replacement of parts and equipment periodically.

4) Records of inspection reports.

One way to keep inspection reports is to set up a file for equipment records. The equipment card (Figure 6, page 50) gives the item name and description, identification number, and location record. Another part of the card is for maintenance records, warranty information, and final disposition of the equipment.

The checklist for preventive maintenance illustrated in Figure 7, page 51, may be adapted to fit most equipment. The checklist may be used by students carrying out inspection checks as a part of their laboratory work assignments.

Student Involvement

Regularly scheduled maintenance activities in which students participate present an efficient and realistic approach to the problems students will be facing as emergencies in their jobs after graduation.

Instruction related to maintenance activities should be included in both classroom and laboratory instruction. If appropriate, each student should be given maintenance assignments similar to those given employees in related occupations. This insures that students acquire the knowledge and skills to properly care for and service tools and equipment used in the occupational area according to manufacturer's instructions or accepted standards.

Involvement in equipment maintenance helps the student realize the importance of proper care for all laboratory materials. Such care maximizes the use of available equipment. However, the teacher should carefully assess the student's capabilities before assigning maintenance tasks.

Regardless of the occupational area, students should be taught to recognize the symptoms of equipment malfunction. Knowing when equipment needs repair or when parts need replacing is essential for safety and for the efficient maintenance of equipment. These skills are the mark of a competent, well-trained worker.

Teacher Involvement

Many PELE teachers prefer to make minor adjustments and repairs for equipment in their laboratories themselves. It is sometimes more expedient to repair the equipment themselves than to follow administrative procedures for requesting services. Safe procedures should always be followed. Repairs should never be made by the teacher or by students when excessive time is required.

Maintenance and Repair Plan

The budget for each fiscal year should include funds for all maintenance and repair jobs which are not performed by the teacher and students. This should include cost estimates both for routine and preventive maintenance and for emergency repair services. Written agreements should be obtained for regular and emergency services. Development of effective laboratory maintenance plans necessitates familiarity with supply and service organizations in the occupational area for which training is provided.

Maintenance agreements for all types of equipment should follow accepted school requisitioning procedures. Remember that maintenance agreements commit a definite portion of the program's budget.

Maintenance agreements help to insure that laboratory equipment is kept in good working condition. Such agreements are for a specified period of time--usually the school's fiscal year. The PELE teacher is responsibile for reporting whether the service is performed in accordance with the agreement. The teacher should see that the service is performed in accordance with the agreement.

Some services may be performed more economically by the school's maintenance department. Requests should be made according to local school policy.

The PELE laboratory maintenance plan should indicate the task, as illustrated in Figure 8, page 52, the person responsible, and how often it should be done. The objective of the plan should be maintaining a safe and efficient laboratory.

If the plan includes student participation in maintenance, the number of students needed for such tasks and the extent of their participation should be clearly indicated in the teacher's overall plan for managing the students' laboratory activities.

Organizing Students in the Laboratory

The Pre-Employment Laboratory Education program must provide opportunities for all students enrolled to become familiar with and learn to use the equipment in the laboratory. An organized approach with periodic assignments of students to specific work areas or tasks is necessary to insure that students acquire the necessary skills and competencies needed for employment in the occupational area.

To effectively manage the pre-employment laboratory and to help gain the respect of students, the PELE teacher should observe the following practices:

1) Students should not be permitted to operate laboratory equipment independently before acquiring the skills necessary. Physical injury or equipment damage may result from improper usage.

2) A pre-employment laboratory as opposed to a useful homemaking laboratory should maintain a job-oriented environment. It should be organized like related businesses or industrial operations. Each student should assume specific responsibilities on a weekly or biweekly rotational basis.

3) All laboratory experiences should be learning experiences. Special care must be taken when services are provided to school personnel or to the general public to insure that students have adequate opportunities to gain new skills rather than merely repeating the same ones over and over.

4) Any services provided by the laboratory to school personnel or to the general public should be scheduled by the student assigned to the appropriate management role.

5) To make laboratory experiences more like an actual business or industry situation, students assigned to the appropriate roles should be involved in obtaining the necessary supplies.

Laboratory experiences should resemble those in occupations they simulate. Students should, therefore, be involved in operating and managing the laboratory. In addition, the teacher should not work in the laboratory instead of the students. Some teachers place so much emphasis on the quality of the product that they take over its production at the expense of student learning. Other teachers, seeing the students' inexperience and frequent mistakes, assign only clean-up tasks and other low-level tasks to them. Teaching opportunities are lost if students are not involved in laboratory operation and management as much as possible.

An effective plan to involve students in laboratory management can be valuable for several reasons.

1) It relieves the teacher of many routine but important tasks.

2) It provides for a smoother running laboratory operation.

3) It helps students develop self-confidence.

4) It simulates actual work situations and conditions.

Rotation Systems

The chief purpose of the Pre-Employment Laboratory Education program is to teach students skills and knowledge necessary for employment in an entry-level job related to home economics. Therefore, scheduling and organization of laboratory activities and experiences must insure that all students become proficient at the necessary tasks as designated by the job analysis and program objectives. In some programs weekly or bi-weekly rotation systems are appropriate. In others, rotation must be based on an accurate record-keeping system.

In a rotation system laboratory assignments are made for designated periods of time by students' names or numbers. Regularly scheduled rotations are designed to allow all students approximately the same length of time at each laboratory assignment. Assignments may be skill-oriented (where students learn to perform certain tasks) or function-oriented (where students assume personnel roles typical of the occupation).

When skill-oriented assignments are used, students are assigned to perform specific tasks, such as story-telling, sandwich making, pinning off pleats, or stitching sleeves. The assignment may be for one- or two-week periods. At the end of each period all students are reassigned to other tasks. In the system suggested by Figure 9, page 53, each week the rotating center disk is moved two numbers clockwise. This wheel is used with job descriptions in Figure 10, pages 54-55. Student numbers are alphabetically assigned.

In skill-oriented rotation systems, work assignments are made on the basis of each student's need to gain experience on all available equipment, rather than on the basis of work completion records.

When function-oriented assignments are used, students are assigned to personnel positions which are typical of the occupation. Assignments are made for definite periods of time. Students rotate from one position to another on a regular weekly or bi-weekly basis. In the example in Figure 11, page 56, the center disk is moved one assignment clockwise each week. Students assume such roles as cook, cook's helper, fry cook, salad maker, dishwasher, kitchen supervisor, busboy/busgirl, waiter/waitress, host/hostess, cashier, dining room supervisor, and restaurant manager. This is a simple but effective means of making laboratory assignments.

Ability to perform personnel roles effectively may be as important as being able to operate equipment properly. Student participation in various aspects of laboratory work should be similar to that encountered in an actual job. Usually, each student is assigned to each job at least once during the course. Laboratory grades should correctly reflect the students' performance in all aspects of laboratory work. The percentage value of each aspect of laboratory work, of course, must be determined by the teacher.

Meeting Program Objectives

In programs that depend on work furnished by customers, such as orders for draperies or alterations, teachers must make special efforts to secure the work necessary to fulfill program objectives. For example, it would be unlikely that the child care laboratory would get children from different socio-economic levels and ethnic groups without considerable effort on the PELE teacher's part. The food service laboratory could easily spend the entire year catering pies unless the teacher makes an effort to find and interest customers in other catered items, catered meals, fast food service, cafeteria service, or restaurant-type meals. In home furnishings classes, customers must be located who are interested in different styles of curtains, draperies, pillows, and other home accessories, as well as in interior decoration services.

Some teachers successfully solve this problem by enlisting their students' help in getting the necessary work. Others notify the school staff that their students need specific types of work or are offering a specific service. Still others, use advertising quite effectively.

Progress charts are another way to insure that students meet course objectives. The charts can be used to keep students informed about their progress in meeting course objectives. Weekly laboratory asssignments can also be made according to the individual student's needs as revealed by the progress chart. A sample progress chart in shown in Figure 12, page 57.

Student Attitudes and Behavior

Promoting business-like attitudes and self-discipline in students is an important part of the PELE program. Students should become aware of the effect their interest and attitudes have on their work. Students should also develop an awareness of how their environment affects their work and ways they can contribute to a neat and orderly laboratory. They need to understand the criticality of maintaining sanitary conditions in the laboratory. In addition, students must be aware of the impressions visitors may receive when they visit the PELE laboratory.

Students should be directed toward self-discipline by the PELE teacher. This means carefully planning laboratory experiences so that students are kept busy. Not having enough to do is often the source of student discipline problems. Effective planning and organization enable students to progress in their skill development more rapidly than inefficient scheduling does. Rotation systems have been described as one way to achieve effective scheduling. Another way to improve scheduling is to use individualized instructional materials to supplement laboratory practice. Individualized instructional materials help to avoid temporary student inactivity because of equipment shortages or differences in time required to perform various tasks.

The physical environment of the laboratory also influences student behavior. Good housekeeping affects student behavior as well as sanitation. A clean and orderly work area facilitates learning and self-discipline.

Evaluating Laboratory Performance[1]

Evaluation should play as important a role in the PELE laboratory as it does in the classroom. Three types of evaluation that may be used to assess the student's occupational skills are pencil-and paper tests, product measures, and process measures.

Pencil-and-Paper Tests

Students' cognitive and perceptual skills relative to specific occupational tasks may be evaluated by use of pencil-and-paper tests. The students may be evaluated by test items requiring knowledge of objects or parts of objects, correct and incorrect procedures, basic elements of a process, or the adequacy of products. An example of this type item is shown in Figure 13.

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[1]Adapted from Richard C. Erickson and Tim L. Wentling, Measuring Student Growth: Techniques and Procedures for Occupational Education. (Boston, Massachusetts: Allyn and Bacon, Inc., 1976. pp. 125-187.)

Figure 13

Directions: Arrange the steps for serving a dinner in the correct order by numbering the steps in the correct order in the blanks provided.

_____ a. Serve the entree.

_____ b. Fill water glasses.

_____ c. Remove first course dishes.

_____ d. Serve the appetizer.

_____ e. Remove main course dishes.

_____ f. Serve dessert.

_____ g. Place silverware needed for dessert.

_____ h. Refill coffee cups.

Pictures or actual object may be provided for students to use in answering specific test items as shown in Figure 14.

Figure 14

Directions: Identify the knives in the illustrations on the right. Write the name of the knife in the corresponding blank.

1. a. _____
   b. _____
   c. _____
   d. _____
   e. _____
   f. _____
   g. _____
   h. _____

Pencil-and-paper tests have limited use in evaluating students' laboratory skills. The most realistic way to measure performance is to assess the students' ability to perform job-related tasks in an actual job setting. Although performance measurement takes more time for preparation and testing than most pencil-and-paper tests, its contributions to understanding the student's abilities make it worthwhile. Performance may be measured by product measures or process measures or a combination of both product and process measures.

Product Measures

It is usually easier to measure the results of students' efforts in the laboratory than it is to measure the way they perform the tasks necessary to obtain the final product. For example, it is easier to measure the quality of a seam than it is to rate the sequence and adequacy of the procedures used in making it. This is true because devices such as rulers can be used to make the product measure more objective. In product assessment, the characteristics to be evaluated include standards of appearance, usability, and conformance to specified instructions. A baked product, such as a cake, can be evaluated by observing its external appearance, texture, and density. Thus, criteria for evaluating products are chiefly concerned with the evaluation of conformance to prescribed dimensions, standards of appearance, freedom from error, strength, and/or suitability for use.

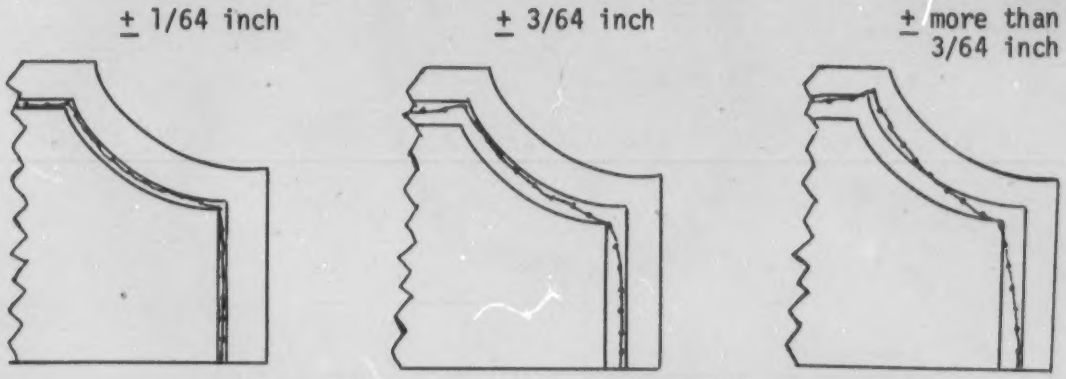
A variety of techniques may be used to evaluate products produced in the PELE laboratory. Rating techniques including ranking, product scales, numerical-rating scales, and graphic-rating scales are useful in evaluating the results of students' laboratory work.

Figures 15-17 illustrate some of these rating techniques.

Figure 15

Product Scale

Directions: Compare a sample of student's work with the samples below. Find the sample which is closest in quality to the student's product and assign the corresponding number of points to student's product.



3
Acceptable for high-priced dress

2
Acceptable for low-priced dress

1
Unacceptable

Figure 16

Numerical-Rating Scale

Directions: Below are five qualities a child care worker might possess. Assign the score which best represents your opinion of the extent to which you possess each quality. Total the five scores.

QUALITY						SCORE
Gloomy	1	2	3	4	Cheerful	____
Unsure	1	2	3	4	Confident	____
Blunt	1	2	3	4	Tactful	____
Uncooperative	1	2	3	4	Helpful	____
Undependable	1	2	3	4	Reliable	____
Totals	5	10	15	20	Total	____

Figure 17

Graphic-Rating Scale

Directions: Rate each characteristic listed. If the evaluation falls between the description labeled 1 and the description labeled 3, the rating should be 2. A rating of 1 is the lowest score and a rating of 3 is the highest.

STITCH QUALITY:

1	2	3	Rating
a. Selected stitch length too long or too short for fabric		a. Selected appropriate stitch length for fabric	
b. Used incorrect tension, causing thread loops or pulling of fabric		b. Adjusted tension to fabric (not too loose or too tight)	

Process Measures

The processes used to perform a task are generally more difficult to measure than the products. In many situations, observation techniques are used. This usually involves rating the student's performance. (See Figure 18, page 58). Observations can be quite objective when there is only one way to perform a task. However, many occupational tasks are performed different ways in different businesses. Making beds in a hotel or motel is a good example. A student might be rated poorly by an experienced housekeeper because he/she uses a different technique from the student. This subjectivity in rating is probably the greatest disadvantage in measuring the procedures used in performing tasks.

Objectivity in evaluating the way a student performs a task can be increased by thoroughly analyzing the task to be performed. Procedures used in performing a task can be evaluated in terms of quality or in terms of efficiency. (Efficiency involves the rate, speed, or movement used to perform the task.) In some situations, it is obviously more important to measure one of these characteristics than the other. Sometimes, however, both quality and efficiency are important. Consider the example of a home furnishings student who is assigned the task of assisting an interior designer by making a rough sketch of a room. It is important that the sketch accurately show location of doors, windows, outlets, etc. The proportion should be reasonably accurate, and no important details should be omitted. However, it is important that the task be completed within a reasonable amount of time. This is essential since students are being prepared for entry into the world of work where time often means money. An employer will not be satisfied with the quality of the employee's performance if he has to pay extra in terms of added time for adequate completion of the task. For this reason, both quality and efficiency must be considered for most occupations.

Product and process measures are most meaningful when they represent a sampling of student performance in an actual or simulated situation. The situation should be similar to conditions found in an actual job situation. The student should be required to use the exact procedures that would be employed in the actual job situation. Students might prepare and serve food to actual customers under realistic time pressures, for example. In a simulated situation, specialized equipment of life-size mannequins may be substituted for equipment or persons which would actually be encountered on the job. For example, child care students may learn to bathe and diaper a life-size doll rather than a real baby. Students in any occupational area might practice business-like procedures for answering the telephone on a Tele-Trainer.

Sharing Laboratory Facilities

In some schools two or more programs may share the same laboratory space. A PELE program may share its laboratory with a CVAE program, an adult program or both. Whenever teachers share facilities, each must clearly identify and understand his/her responsibilities in managing the laboratory. Friction often results when students and teachers do not take each other's activities and needs into consideration. All teachers using the laboratory should have adequate input in developing or modifying laboratory operating policies. Good communications throughout the department and the administration are essential when facilities are shared. Regularly scheduled staff meetings are one way to facilitate development of open channels of communication.

Areas of concern which must be given special attention when laboratory space is shared include: security for student projects and property, housekeeping, equipment and supply control, and equipment maintenance. When facilities are shared, it is preferable for each class or group to have its own lockable storage area. All teachers should use the same equipment and supply control system. Each teacher must accept responsibility for seeing that the laboratory is left clean and that equipment and supplies are in the proper places. This practice facilitates use of the laboratory by the next teacher and class and insures an effective working relationship.

Figure 6

Major Equipment Record

ITEM NAME	SCHOOL IDENTIFICATION NUMBER

Description (Trade Name, Model, Size, Serial No., Attachments, Accessories, etc.)

Date Received	Requisition No.	Pur. Order No.	Cost	Vendor

WARRANTY OR SERVICE CONTRACT DATA

Warranty Begins	Warranty Ends	Contractor	Terms of Contract or Warranty

MAINTENANCE RECORD

Date Requested	Requisition No.	P.O. No.	Type of Service	Date Received	Amount

FINAL DISPOSITION

Type of Disposition Transferred _ Sold _ Scrapped _ Destroyed _ Lost _ Stolen _ Other _

Date	Receiver	Disposal Price	REMARKS

Figure 7

Checklist for Preventive Maintenance

Equipment_____ Date_____

Parts to be Inspected	Condition					
	Excel-lent	Fair	Poor	Needs Repair	Needs Replace-ment	Date re-paired or replaced

Inspector's signature _____

Date _____

Figure 8
Sample Clothing Laboratory Maintenance Plan

I. Equipment Maintenance
   A. Domestic Sewing Machines
      1. Cleaned daily by students
      2. Adjusted as needed by students and teacher
      3. Oiled weekly by students
      4. Serviced each summer and as needed by qualified repairman
   B. Industrial Power Machines
      1. Cleaned daily by students
      2. Adjusted as needed by students and teacher
      3. Oil level checked weekly by students
      4. Minor repairs made as needed by teacher
      5. Serviced each summer and as needed by qualified repairman
   C. Pressurized Steam Iron
      1. Checked daily by students for leaks
      2. Minor repairs made by students and teacher
      3. Serviced as needed by a qualified repairman
   D. Apparel Steamer
      1. Cleaned weekly by students
      2. Oiled monthly by students
      3. Serviced as needed by a qualified repairman
   E. Spray, Steam, and Dry Iron
      1. Emptied of water daily by students
      2. Cord inspected weekly by students
   F. Ironing Board with Pad and Cover, Table Type Press Board, Skirt Board, Press Board, and Sleeve Board
      1. Covers laundered monthly by students
   G. Tailor's Ham and Sleeve Mit
      1. Brushed occasionally by students
   H. Needle Board
      1. Threads and lint removed as needed by students
   I. Shears and Scissors
      1. Stored by students in dry place with blades closed and protected
      2. Insides of blades wiped with oil occasionally by students
      3. Sharpened as needed by manufacturer
   J. Electric Cutting Shears
      1. Cord inspected weekly by students

II. Small Equipment Care
   A. Small equipment checked for condition, counted, and tallied on daily check sheet by student in charge of equipment cabinet
   B. Small equipment checked weekly for condition and safety by the teacher

III. General Housekeeping and Sanitation
   A. Ten minutes before the end of the laboratory period students sweep working area and clean equipment used
   B. Cleanliness of laboratory checked daily by teacher

IV. Maintenance of Lighting, Ventilation, and Heating
   A. Ceiling lights, heating and ventilation units serviced by school maintenance crews
   B. Machine light bulbs changed by students

Figure 9
Skill-Oriented Assignment Rotation Wheel
for Child Care

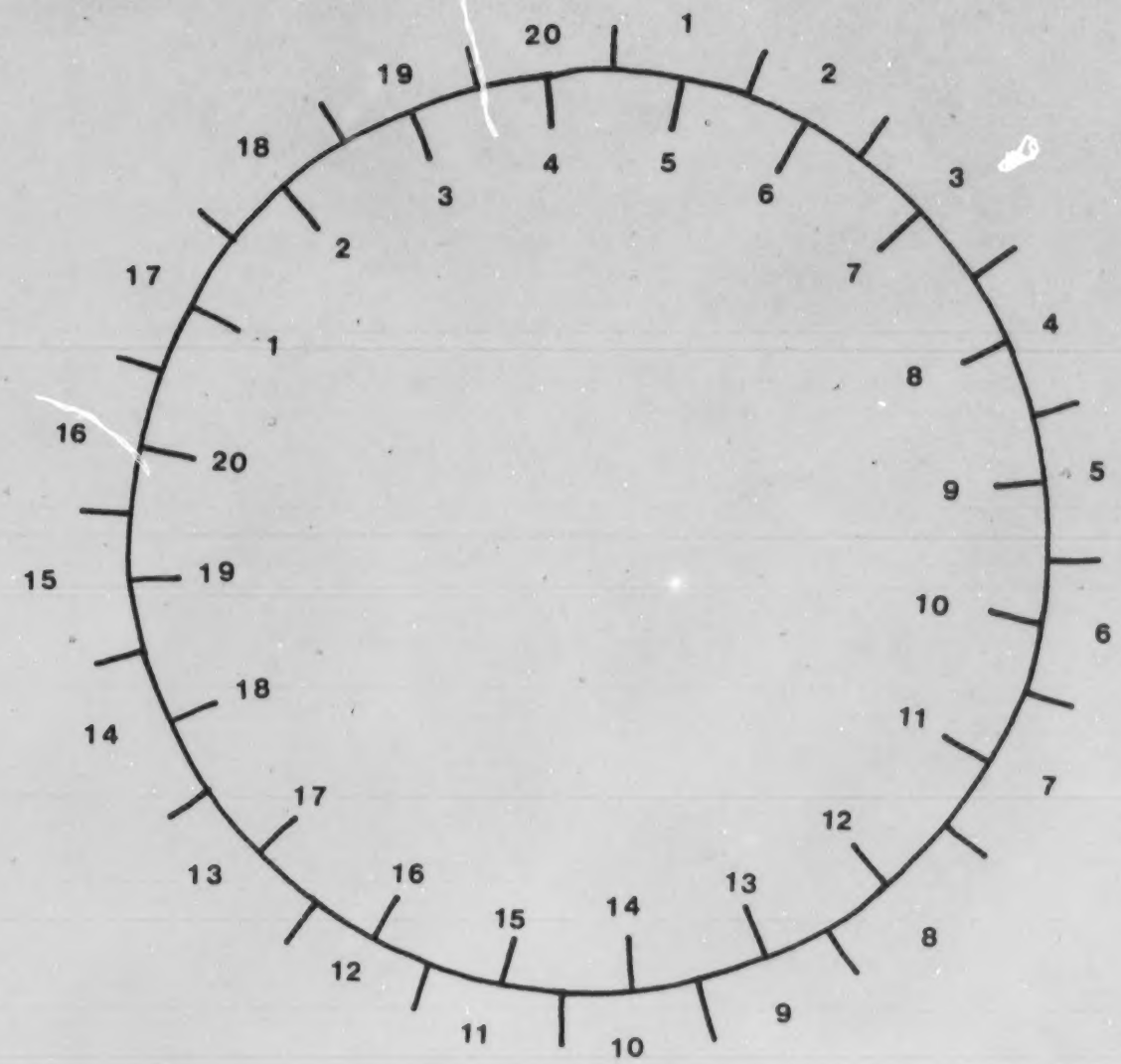


Figure 10
Job Descriptions for Lab Assignments
in Child Care

Lab Assignments	Description of Responsibilities
1. Observation	Observe quietly from appropriate location without talking to children or staff, observe for assigned purpose, take notes on observation form, draw conclusions.
2. Arrival	Greet children and parents, check children in, make health check, help children with belongings, lead flexible activities.
3. Departure	Greet parents, assist children with outer garments, pass out take-home materials, check children out, escort children to parents' cars, deliver messages to parents, say goodbye.
4. Snack or Lunch Preparation	Plan snack or meal, check food and supplies, make market order, write work schedules, prepare snack or meal.
5. Snack or Lunch Time	Direct wash-up, supervise table-setting, help children find places, serve snack or lunch, introduce new foods, supervise clean-up.
6. Toileting and Washing	Remind children to go to the bathroom, supervise bathroom activities, demonstrate and direct wash-up activities.
7. Nap or Rest Time	Watch for signs of fatigue, lead quiet activities before nap time, prepare rest area, help children prepare for nap time, supervise resting children, serve as a model for resting, help children put away equipment after rest period.
8. Free Play	Supervise children's free-play activities.
9. Indoor Play	Plan both quiet and active play experiences to develop both large and small muscle skills, provide media for play, guide and supervise manipulative and dramatic play, direct a game, help children make toys or props.
10. Outdoor Play	Plan and direct outside play activities to develop large muscle skills, plan and carry out a new playground idea, supervise outdoor dramatic play, direct children in playing games.

Figure 10 (CONT.)

Lab Assignments	Description of Responsibilities
11. Art Activities	Plan art activities, assemble and prepare equipment and materials, guide art activities, teach manipulative skills, encourage experimentation, make appropriate comments, print child's name on artwork, display artwork.
12. Music and Rhythmic Activities	Arrange music center; supervise children at the music center; select appropriate music; plan and direct musical activities including listening, singing or chanting, using simple musical instruments, or rhythmic activities; help children make musical instruments.
13. Language Activities	Plan and direct language activities or show and tell activities, arrange a reading center.
14. Story Time	Select books or stories to read or tell, tell stories using appropriate techniques and visual aids.
15. Social Studies	Plan and direct social studies activities.
16. Mathematical Activities	Plan and direct activities that teach number concepts.
17. Health and Safety Education	Plan and direct activities which develop good health habits, positive attitudes toward medical and dental care, good eating habits, safe habits.
18. Science and Nature Activities	Arrange science center, plan and direct nature and science activities, take children on nature walks.
19. Special Activities	Plan and carry out a field trip, plan a party, plan a visit from a resource person, plan and carry out a holiday celebration or other special activity, decorate the child care center, or plan a bulletin board.
20. Center Management	Help open or close the child care center, collect fees, keep records, place orders, arrange for transportation, inventory food or supplies, make telephone calls, greet visitors, assist with public relations or participate in staff meeting or parent meeting or parent conference.

Figure 11
Function-Oriented Assignment Rotation Wheel
for Food Service

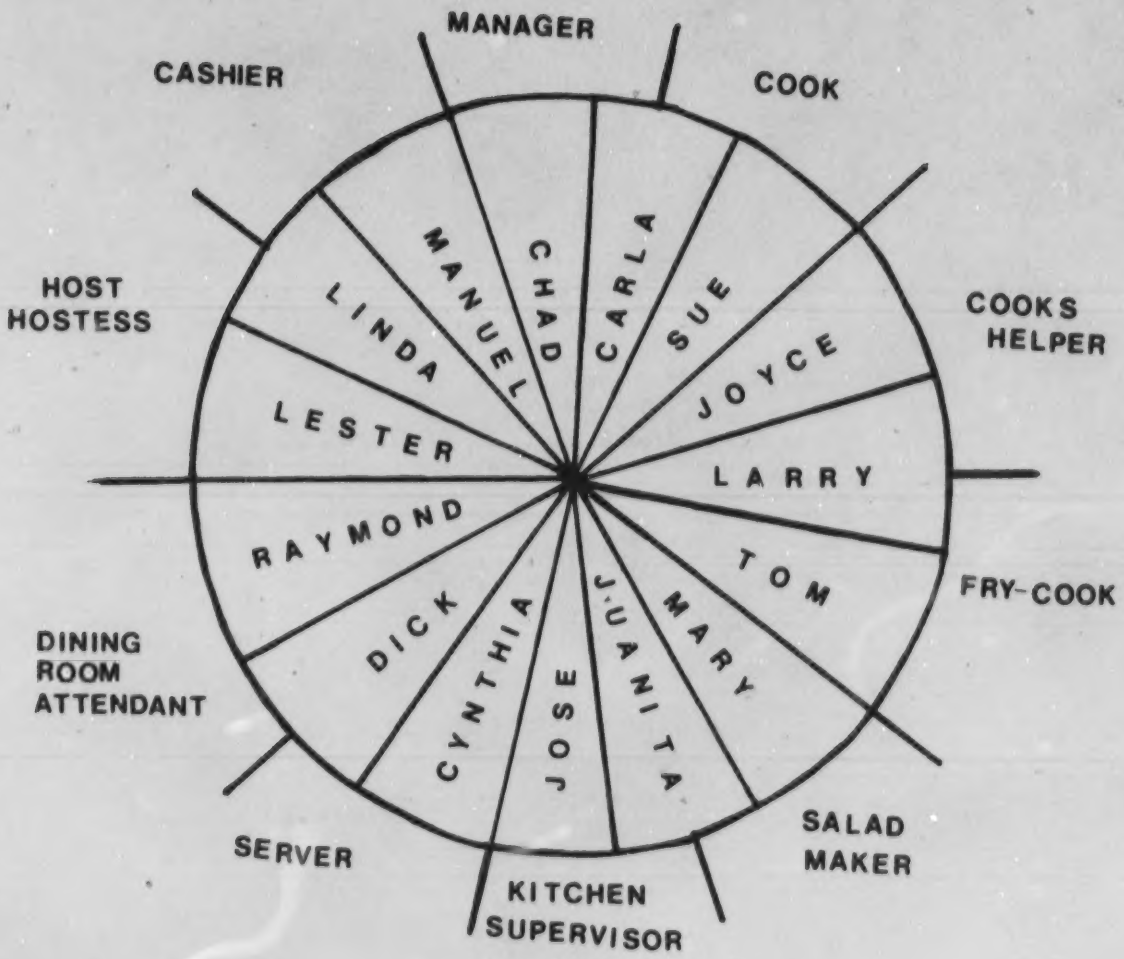


Figure 12
Progress Chart for Clothing

STUDENTS / EQUIPMENT	Domestic Sewing Machine	Single-Needle Lock-stitch Machine	Blindstitch Machine	Serging Machine	Model Form	Pressurized Steam Iron	Apparel Steamer	Spray, Steam, and Dry Iron	Ironing Board	Table Type Press Board	Skirt Board	Press Board	Sleeve Board	Tailor's Ham	Point Presser and Block	Needle Board

Figure 18
Checklist for Domestic Sewing Machine Care

Directions: In the space to the left, check (✓) as each procedure is carried out.

Occurrences	Procedures
_____	1. Obtain needed equipment
_____	small screwdriver
_____	large screwdriver
_____	absorbent cloth
_____	brush
_____	oil
_____	2. Clean machine head
_____	3. Clean bobbin case
_____	4. Lift head and clean all lower parts
_____	5. Apply one drop of machine oil at each place shown in manual
_____	6. Saturate red felt near bobbin with oil
_____	7. Run machine for a few minutes
_____	8. Remove all surplus oil with cheesecloth
_____	9. Return parts of machine which were removed to proper location

Note: This checklist should be adapted to the type of machine which is being used. The illustration is incomplete but gives enough of the contents to indicate how the checklist is constructed and used.

CHAPTER VII

SAFETY

Each year thousands of workers die in work-related accidents. Millions suffer injuries which disable them either temporarily or permanently. According to the National Safety Council, 95% of all work-related accidents can be avoided. The most common reason for accidents is carelessness. Thorough skill preparation and good safety training can eliminate much of this carelessness and protect the worker from work-related accidents.

Accident Costs

Accidents cost time and money. Teaching time is lost when an accident occurs. Time is also lost when students or teachers miss school due to an accident. In addition, preparing accident reports requires time which the teacher could otherwise spend in planning or conducting educational activities.

In a school situation, money is lost when accidents lower attendance on which school funding is based. A substitute teacher may have to be paid in addition to the regular teacher's salary. Furthermore, costly lawsuits against the school may result from accidents.

In the long run, accidents cost the businesses and industries in the occupational area in which training is offered. If safe work habits are not taught to students, careless workers may cause accidents on the job, which result in a direct loss to the business and increased workmen's compensation rates. However, while it is true that safety-conscious workers are more valuable in terms of production and efficiency, the chief aim of safety education is the protection of the worker.

Teacher Liability

The PELE teacher may be considered negligent and, therefore, liable in the event of an accident under the following conditions:[1]

1) The teacher leaves the students in the laboratory unsupervised.

2) The teacher leaves the laboratory with an unqualified person in charge.

3) The teacher sends a student outside the laboratory to perform a hazardous activity without acceptable supervision.

4) The teacher permits a student with limited physical or mental ability to use hazardous equipment.

5) The teacher fails to keep written reports of accidents.

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[1]George Storm, Managing the Occupational Education Laboratory (Belmont, California: Wadsworth Publishing Company, Inc., 1976), pp. 120-121.

6) The teacher fails to obtain written statements from witnesses of accidents.

7) The teacher fails to provide proper safety instructions.

8) The teacher fails to inspect equipment before permitting operation.

9) The teacher fails to enforce laboratory safety rules.

10) The teacher removes or modifies factory installed devices or instructional equipment.

11) The laboratory lacks adequate safety devices and safeguards.

12) The laboratory lacks well-constructed storage racks, shelves, or both.

13) Students use unapproved equipment (students' own or instructor's) in the laboratory.

14) Students work in the laboratory after or before regular class periods without adequate supervision.

15) The teacher permits students to operate equipment before they have passed skill tests for its use.

In addition, the PELE teacher should know that:[2]

1) Waiver permission slips do not absolve them of responsibility for the safety and welfare of the students under their supervision.

2) They should administer only that first-aid that is essential and nothing further.

3) They assume responsibility for their students on all out-of-school activities.

4) School provided transportation should be used for field trips and to off-campus laboratories whenever possible. Student and teacher owned transportation should be avoided.

The student accident report form illustrated in Figure 19, pages 67-68, was developed by the National Safety Council. This suggested form, which may be used if the school does not have one of its own, can be completed quickly since many accident details can be reported with appropriate check marks. The report form helps to insure that essential information regarding an accident is recorded. Essential information includes names of witnesses, action taken by the teacher, names of people notified, and a list of the unsafe acts or conditions existing at the time of the accident. The form can easily be adapted for other persons who might be injured in the PELE laboratory such as pre-school children, patrons, or visitors.

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[2]George Storm, p. 122

The teacher should maintain evidence of adequate safety instruction. This might include a list of safety topics and the dates they were presented to the class and copies of lesson plans for each topic. Further evidence may be obtained through teaching accident prevention in the classroom; conducting regularly scheduled safety inspections; establishing an equipment maintenance schedule; requiring use of safety devices, safeguards, and warning signs; enforcing laboratory safety rules; and constant visual supervision of the laboratory.

Laboratory Hazards

The PELE teacher should be familiar with safety rules and problems in businesses and industries in the occupational area in which training is offered. However, it should be remembered that additional safeguards are necessary in the school laboratory due to the rotation of students from one new task to another throughout their training. This as well as their inexperience increases the likelihood that students will have an accident.

Accident-prevention programs in the PELE laboratory must be sufficiently comprehensive to take into account the inexperience of the students. The hazards to the inexperienced student are different from the hazards to the experienced worker. The chief hazard to the experienced worker may be carelessness. Lack of psychomotor skills increases the hazards to inexperienced workers even though they may have very positive attitudes toward safety. To overcome this problem, the teacher should try to minimize equipment hazards and place great emphasis on safety in both the laboratory and the classroom. In addition, students should be taught to recognize potential hazards in the PELE laboratory and safe procedures related to each.

Some general factors contributing to a safe laboratory environment are listed below.[3]

1) Safe apparel should be worn in the laboratory at all times.

2) Buildings should be fireproof and have at least two exits in each room, skid-proof floors, an adequate number of electrical outlets, and pleasant color schemes.

3) Equipment should be clean and in proper working order.

4) Housekeeping practices should keep the laboratory clean and orderly.

5) Adequate lighting should be placed where it is needed, without direct or reflected glare.

6) A ventilation system should provide an adequate quantity of fresh air with adequate heating and cooling, and removal of odors, dust, and fumes.

7) Teaching methods should take into account student abilities and capabilities.

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[3]George Storm, p. 124.

8) General working conditions should include adequate work space, low noise level, and constant supervision.

9) Adequate safe storage should be provided for all equipment, materials, and supplies, especially sharp instruments, acids, and combustibles.

10) Emergency provisions should include strategically located fire extinguishers, first aid kits, and posted disaster information.

A detailed safety checklist is a useful tool for maintaining safe conditions and practices in the PELE laboratory by helping to detect hazards before they cause accidents. The safety checklist in Figure 20, page 69, is adaptable to most situations and can be expanded to include specific safety hazards of a particular occupational area.

Safety Equipment

The PELE laboratory should provide the safety equipment recommended by Texas Education Agency, by Occupational Safety and Health Administration (OSHA), and, if possible, by related industries as well. Some of the more common devices include:

1) Panic buttons which shut off electricity to all moving equipment in the event of an emergency. These switches are spaced around the laboratory so the instructor is never more than 25 feet away from one. Panic buttons should be provided in food service, clothing, and home furnishings laboratories where potentially dangerous equipment is used.

2) Closed metal containers for flammable materials such as mop heads and dust cloths.

3) Plastic containers for acids and other dangerous chemicals to prevent breakage.

Fire Safety

Fire presents a greater hazard in school laboratories than in most other areas of the school. The various PELE programs have the potential for the most common causes of fires which include: leaking gas, spontaneous ignition of unprotected combustible materials, short circuits due to deficient wiring or equipment, matches, and smoking. Other fire hazards may occur when heated surfaces touch combustible materials such as hot grease, or when vapors of cleaning substances escape.

Fire safety should be practiced in the laboratory at all times. Instruction on fire prevention in the laboratory should be conducted periodically. Instruction and practice of the proper procedure for evacuating the laboratory in case of fire should be provided. Fire safety should include preventing fires, containing and extinguishing fires which do occur, and evacuating the building when necessary.

Preventing Fires

Fire can start when there is:

1) A combustible substance or material such as wood, paper, and oils.

2) Heat at a temperature above the ignition point of the combustible material.

3) Oxygen.

4) A flame or spark-ignited chain reaction which combines fuel molecules with oxygen and results in combustion.

The following classes or categories of fires are most likely to occur in the PELE laboratory:

Class	Flammable Material	Type of Extinguisher
A	Wood, Hay, Paper, Textiles, Rubbish	1) Soda-Acid 2) Water 3) Dry Chemical
B	Gasoline, Oil, Grease, Paints	1) Dry Chemical 2) Carbon Dioxide DO NOT USE A SOLID STREAM OF WATER
C	Live electrical equipment	1) Dry Chemical 2) Carbon Dioxide 3) Compressed Gas DO NOT USE A SOLID STREAM OF WATER OR FOAM

Containing and Extinguishing Fires

Fires are extinguished by one of the following methods:

1) Cooling and/or quenching.

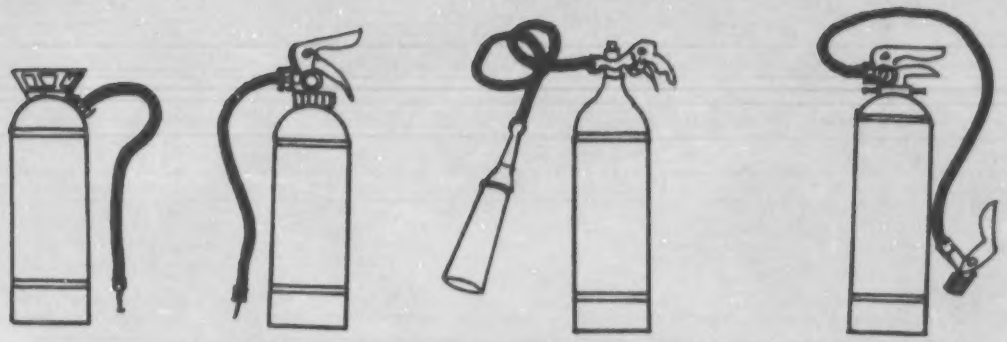
2) By smothering from oxygen.

3) By removing or diluting fuel.

4) By inhibiting the ignition-chain reaction by slowing the chemical action.

Fire extinguishers are classified by numbers and letters. The number indicates potential extinguishing power; the letter denotes the class of fire for which the extinguisher should be used. For example, the rating 1-A, indicates the smallest capacity extinguisher for Class A fires. An extinguisher rated 4-A would put out four times as large a fire as one rated 1-A. Figure 21, page 64, shows the extinguishers recommended for the different types of PELE programs.

Figure 21



Soda-Acid | Water Pump | Carbon Dioxide (CO_2) | Dry Chemical

The most common types of portable fire extinguishers are: soda-acid, water, carbon dioxide, and dry chemical. The various types of extinguishers are recognizable by their shapes. The soda-acid or water type extinguisher should not be placed in a laboratory area where there is a possibility of electrical or oil fires. Periodic inspections of buildings and all fire protection equipment should be conducted by qualified personnel.

Fire extinguishers should be located where a fire is most likely to occur. It is advisable to ask the local fire department to inspect and service the extinguishers and to instruct the students in their proper use. Student knowledge of fire-fighting techniques is essential since quick control of fires usually prevents major ones.

In case of fire, the teacher should turn off each piece of operating and heating equipment, the main power switch, and all gas valves. Students should be shown the switch or box used for sounding fire alarms during the laboratory orientation period; they should also know the location of fire exits.

Building Evacuation

All schools follow predetermined building evacuation plans during fire alarms which are practiced during periodic fire drills. It is the teacher's responsibility to see that students follow fire drill instructions. A plan should also be made for evacuating the children in a child care program or customers in a food service program.

Electrical Safety

Electrical safety is another important consideration in the PELE laboratory. Students should be taught the dangers present in electrical equipment and wiring and how to protect themselves from injury. Both students and teacher should remember to shut off the current when any type of repair work is done on electrically operated equipment. The preventive maintenance program developed for the PELE laboratory should include safety checks of electrical equipment. In addition to weekly visual inspections made by the teacher, the plan should include an annual electrical inspection by a competent technician. Weekly inspections should be made of motors, controls, switches, lights, outlets, and cords. These inspections should reveal the following warning signs: external damage in insulation, wires, receptacles, plugs, and switches.

Laboratory Safety

Vocational education cannot separate safety education from skill preparation. Safe attitudes and work habits should be developed through both laboratory and classroom instruction. Accident-prone students should be dealt with immediately and realistically to insure both their and other students' safety. In addition, the laboratory health and safety program should comply with all OSHA regulations.

Safety Attitudes

Helping student develop positive attitudes toward safety is one of the chief goals of the PELE teacher. A safe environment in the laboratory encourages development of safety attitudes. A clean and orderly laboratory, with regularly serviced equipment and the necessary protective devices are essential elements of safety education.

Students are more likely to develop safe habits if they are taught safe practices as they learn each new skill. Each laboratory demonstration should exemplify safe practices as well as give verbal emphasis to safe and correct procedures.

Work Habits

To insure that students develop good work habits, safety instruction should be incorporated into every lesson and laboratory demonstration. Potential hazards should be pointed out both during the laboratory demonstration and as part of classroom instruction. Safety rules should be strictly observed by both teachers and students.

Once students learn a procedure well, they are likely to become dangerously overconfident. Keeping them involved in safety in the classroom and laboratory can help students realize the dangers of safety negligence, attain positive attitudes toward safety, and acquire excellent safety records.

Accident-Prone Students

The PELE teacher should realize that despite safety instruction and laboratory rules some students tend to have more accidents in the laboratory than the average student. Students who are accident prone because they lack satisfactory coordination to function safely in the laboratory should not be enrolled in the program. Students who habitually ignore or forget safety rules may have to be transferred from the class.

Occupational Safety and Health Act (OSHA)

The Williams-Steiger Occupational Safety and Health Act of 1970 requires safe and healthful working conditions for workers. The Act addresses the basic needs for safe and healthful work environments, safe and healthful work practices, and remedial problem-solving measures. The Act is administered by the Occupational Safety and Health Administration of the United States Department of Labor which issues the safety and health standards for all employers and employees.

To enforce compliance with the Act, inspectors check general working conditions, structures, machinery, and equipment and questions employers and employees. Penalities are assessed for violations.

Employers must keep accurate records and submit periodic reports concerning work-related illnesses, injuries, and deaths. They must also record exposures to potentially toxic or harmful materials.

PELE teachers have two basic responsibilities relating to the Act. They should (1) operate their laboratories in compliance with federal guidelines, and (2) make students aware of the Act and prepare them to function within the guidelines.

For additional information about OSHA, Regional and Area OSHA Officers should be contacted. The address of the Region VI office for Texas is:

1512 Commerce Street
7th Floor
Dallas, Texas 75201

Area offices for Texas include:

1100 Commerce Street
Room 6B1
Dallas, Texas 75202

1205 Texas Avenue
Room 421
Lubbock, Texas 79401

307 Central National Bank Building
Houston, Texas 77002

The other major source for OSHA information is the:

OSHA Office of Information Services
Washington, D.C. 20210

FIGURE 19

STANDARD STUDENT ACCIDENT REPORT

PART A: INFORMATION ON ALL ACCIDENTS

1. Name _____ Home Address _____

2. School _____ Sex: M ____ F ____ Age ____ Grade ____

3. Time accident occurred: Hour ____ A.M. ____ P.M. ____ Date: _____

4. Place of accident: School Building _____ School Grounds _____
Elsewhere _____

5. Nature of Injury

Abrasion		Fracture	
Amputation		Laceration	
Asphyxiation		Poisoning	
Bite		Puncture	
Bruise		Scalds	
Burn		Scratches	
Concussion		Shock	
Cut		Sprain	
Dislocation			
Other (specify)			

Part of Body Injured

Abdomen		Foot	
Ankle		Hand	
Arm		Head	
Back		Knee	
Chest		Leg	
Ear		Mouth	
Elbow		Nose	
Eye		Scalp	
Face		Tooth	
Finger		Wrist	
Other (specify)			

How did accident happen? What was student doing? Where was student? List specific unsafe acts and unsafe conditions existing. Specify any tool, machine, or equipment involved.

_____
_____
_____
_____
_____
_____
_____

6. Degree of Injury: Death Permanent Impairment
Temporary Disability Nondisability

_____

7. Total number of days lost from school. (To be filled in when student returns.)

_____

FIGURE 19 (CONT.)

PART B: ADDITIONAL INFORMATION ON SCHOOL JURISDICTION ACCIDENTS

8. Teacher in charge when accident occurred (enter name) _____
   Present at scene of accident? NO ____ YES ____

9. Immediate Action Taken
   First-aid treatment _____ By (name) _____
   Sent to school nurse _____ By (name) _____
   Sent home _____ By (name) _____
   Sent to physician _____ By (name) _____
   Physician's name _____
   Sent to hospital _____ By (name) _____
   Name of hospital _____

10. Was parent or other individual notified: NO ____ YES ____ WHEN_____
    HOW ____ Name of individual notified _____
    By whom? (Enter name) _____

11. Witnesses: 1. Name _____ Address _____
    2. Name _____ Address _____

12. Specify Location

Athletic field _____	Laboratory _____
Auditorium _____	Locker _____
Cafeteria _____	Pool _____
Classroom _____	School Grounds _____
Corridor _____	Shop _____
Dressing Room _____	Showers _____
Gymnasium _____	Stairs _____
Home Economics _____	Toilets and Washrooms _____

Other (specify) _____

What recommendations do you have for preventing other accidents of this type?

_____
_____
_____
_____
_____
_____

Director or Principal _____ Teacher _____

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FIGURE 20
CHECKLIST FOR SAFETY INSPECTION[4]

Firm _____ Date _____

X indicates satisfactory

O indicates unsatisfactory; explain each O on reverse side

1. FIRE PROTECTION
   - Extinguishing equipment ____
   - Standpipes, hoses, sprinkler heads, & valves ____
   - Exits, stairs, & signs ____
   - Storage of flammable material ____

2. HOUSEKEEPING
   - Aisles, stairs, & floors ____
   - Storage & piling of material ____
   - Wash & locker rooms ____
   - Light & ventilation ____
   - Disposal of waste ____
   - Yards & parking lots ____

3. TOOLS
   - Power tools, wiring ____
   - Hand tools ____
   - Use & storage of tools ____

4. PERSONAL PROTECTIVE EQUIPMENT
   - Protective clothing ____

5. MATERIAL HANDLING EQUIPMENT
   - Hand trucks ____

6. MACHINERY
   - Point of operation guards ____
   - Belts, pulleys, gears, & shafts ____
   - Oiling, cleaning & adjusting ____
   - Maintenance & oil leaks ____

7. UNSAFE PRACTICES
   - Excessive speed of vehicles ____
   - Improper lifting ____
   - Smoking in danger areas ____
   - Horseplay ____
   - Running in aisles, on stairs ____
   - Removing machine or other guards ____
   - Work on unguarded moving machinery ____

8. FIRST-AID
   - First-aid kits & rooms ____
   - Stretchers & fire blankets ____
   - Emergency showers ____
   - All injuries reported ____

9. MISCELLANEOUS
   - Acids & caustics ____
   - New processes, chemicals, & solvents ____
   - Dust, vapors, fumes ____
   - Ladders & scaffolds ____

10. OTHER (LIST)
   - _____ ____
   - _____ ____
   - _____ ____
   - _____ ____
   - _____ ____

[4]Adapted from George Storm, p. 125-126.

CHAPTER VIII

BUDGET, RECORDS, AND REPORTS

Budgets, records, and reports are essential to the administration and management of the PELE program because they provide guidance and direction throughout the year as well as a record of accomplishments.

Budget

School budget preparation for the next school year begins early in the school year. Department heads are usually asked to submit their budgets for the following school year by early spring.

The primary source of school revenue is local taxes. Additional funds are received from state and federal sources.

The PELE teacher will be asked to submit budget requests for the Pre-Employment Laboratory Education program. The request should include estimated equipment, supply, maintenance, and building expenses for the program. Budget requests should be developed carefully with complete justification. Priorities should be established in each budget category. Then, if the budget must be cut, needed expenditures are less likely to be eliminated. It is essential to the success of the program that adequate equipment and supplies be available for instruction.

The PELE teacher's budget should include the following categories as needed:[1]

I. Capital Outlay
   1. Equipment (new)
   2. Facilities
      a. Laboratory alterations
      b. Major building additions

II. Instruction
   1. Supplies
      a. Expendable supplies
      b. Nonexpendable supplies
      c. Audio-visual aids
      d. Periodicals
   2. Other Expenses of Instruction
      a. Equipment rental
      b. Audio-visual material rental
      c. Transportation for field trips
      d. Transportation for students to off-campus instructional facilities

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[1]George Storm, Managing the Occupational Education Laboratory. (Belmont, California: Wadsworth Publishing Company, 1976), p. 174.

III. Maintenance
1. Materials and supplies
2. Replacement of equipment
3. Contracted service
4. Emergency service

Equipment

Requests for new equipment should be accompanied by written justification. The justification should include the function of the equipment and its relation to program objectives. Also, statements of approval and support of the PELE advisory council may aid in convincing the school board of the need for the equipment. Long-range plans should be made to include equipment needed for advanced levels of instruction and to anticipate equipment modernization. It is a good idea to keep notes of what is needed as the school year progresses.

Supplies

Preparation of a supply list is the first step in determining needs in this category. The following steps will aid in preparing the supply list. (1) Study records of expenditures for supplies during the past year and any notes you may have made about the adequacy of the supplies. (2) Compare student enrollment for the previous year with anticipated enrollment for the coming year. (3) Review program objectives. (4) Estimate supply needs for the next school year. (5) Check with distributors to obtain any available information regarding price increases for frequently used supplies. (6) Use this information and current supply catalogs to estimate supply expenditures for the school year. The supply list should include the following information: quantity; item description and specifications; unit cost; total cost per item; and total cost of supplies. Indicate discounts, if any.

It is wise to submit the resulting supply list to your immediate supervisor to show the basis for your supply budget request, even if it is not required. The supply list should facilitate ordering of supplies throughout the year or aid in making reductions if budget cuts are necessary.

Transportation

Travel expenses requiring local funds should be estimated for field trips and to off-campus instructional facilities.

Many schools limit expenditures for field trips. Check your school's policies before preparing budget requests. Your administrator should be able to supply information to aid in determining the cost of field trips. Be sure you can justify the instructional value of each proposed field trip.

Maintenance

Maintenance expenses include periodic services on laboratory equipment. Service of laboratory equipment includes service contracts, estimates supplied by service firms, and supplies needed for maintenance and repairs to be done by students and teacher.

Records

An efficient record-keeping system is a necessary part of managing the PELE program. The PELE laboratory resembles a small business enterprise, thus its record-keeping system should be similar to that used in business and industry. In addition, accurate records make preparation of reports to the school and the Texas Education Agency a relatively simple matter.

A filing cabinet near the teacher's desk should hold all the necessary records for the program. Whether revising an established file or beginning a new one, the filing system should ensure quick location and easy replacement of materials. Subject headings such as those in Figure 22, page 74, can aid in setting up file folders. Color coding may also make record keeping easier. One way to divide the records would be by categories such as administration, business, FHA/HERO, and instruction. Administrative records are those concerning students, instruction, budget, and purchases. Instructional records deal with teaching strategies, lesson plans, examinations, project plans, and assignments.

An accurate, up-to-date inventory system is an essential part of the records for the PELE program. These records aid in determining whether sufficient equipment is available and whether it meets occupational standards desirable for the program. Inventory records may help justify the need to replace equipment which has become obsolete or which requires excessive repair. Such records may also be needed when filing an insurance claim.

Another important record-keeping tool is the class record book. The book can be used to record attendance, tardiness, absences, examination scores, and grades as dictated by local school policy.

Records of publicity and special events can facilitate preparation of the annual report. File newspaper clippings and pictures pertaining to activities of the PELE program. Be sure to date the articles, indicate the newspaper in which they appeared, and record the names of people appearing in photographs. Also write a brief report summarizing any special activities involving your program. These reports should identify the event being described and answer the questions--who, what, where, when, and why. At the end of the school year, articles and pictures provide evidence of accomplishment of program objectives.

Reports

The reputation of the PELE program and teacher and the financial reimbursement received by the school may be affected by the accuracy of reports. Data should be reported clearly, concisely, correctly, and on time.

A calendar showing reporting requirements and a supply of report forms are distributed annually by the area consultant for Homemaking Education, Texas Education Agency. A list of United States Office of Education (USOE) code numbers and Dictionary of Occupational Titles related to the PELE program are included in the annual packet of report forms.

Suggestions for preparing report forms are as follows:

1) Forms should be filled out correctly and completely according to instructions.

2) All copies must be legible.

3) Signatures on report forms should be in ink and must be dated.

4) Report forms should be mailed to reach destination before the deadline date.

5) Submit the correct number of copies of each report to the person designated, but always make an extra copy of each report to keep on file in the department.

Permanent Record

A permanent record for each student must be prepared and maintained. An example of a Student's Permanent Record Form is shown in Figure 23, pages 75-76. This form provides information concerning the teacher's six- or nine-weeks ratings of the student's laboratory performance, related class information, work experience information, follow-up record for five years, and personal data. Each student should complete the Permanent Record form except for items III and IV before leaving the PELE program.

Follow-up Record

A follow-up record must be maintained for at least five years for each gainful employment student. This information is valuable for evaluating the program and is needed in completing follow-up reports.

Teachers use several methods to obtain follow-up information on students for five years. This responsibility is sometimes assumed by the school's vocational director. A telephone call to a contact person given by the student on the Permanent Record may aid in obtaining a current address for the former student. Younger brothers or sisters still in school may aid in locating the student, as may current PELE students. Some teachers maintain contact with former students through birthday and Christmas cards. Other teachers ask students to leave five self-addressed, stamped envelopes when the student leaves the program for use in obtaining follow-up information.

Occasionally, a student may be difficult to locate. The teacher must be persistent and follow up all possible leads before giving up.

A sample follow-up letter and information card are shown in Figure 24, page 77. This information card should be updated as needed to be sure that all information needed for reporting purposes is obtained.

FIGURE 22

SUGGESTED SUBJECT HEADINGS FOR FILES

Accident Reports
Advisory Council
Budget and Financial Records
Correspondence
Course Outlines
Curriculum and Program Plans
Customer Information
Equipment and Supply Catalogs
Examinations
FHA/HERO
Instructional Resources
Inventories
Labor Laws
Laboratory Projects
Maintenance Agreements
Maintenance Plan
Memorandums
Professional Organizations and Conferences
Program Standards
Publicity
Reports
Requisitions
Service Requests
Shipping Invoices
Special Activities
Student Records
Technical Developments
Transparencies
Travel
Work Orders
Work-Rotation System

FIGURE 23

TEXAS EDUCATION AGENCY
Home Economics Pre-Employment Laboratory Education
STUDENT'S PERMANENT RECORD

Date Entered Program _____, 19__
Date Left Program _____, 19__
Certificate Awarded _____, 19__

Student _____ Age _____

School _____ Grade _____

Parent's or Guardian's Name _____

Address _____
City State Zip Code

Give four persons to contact for permanent address

Name _____

Address _____
City State Zip Code

Name _____

Address _____
City State Zip Code

Name _____

Address _____
City State Zip Code

Name _____

Address _____
City State Zip Code

I. CLASS RECORD

	First Year						Second Year					
PERIOD	1	2	3	4	5	6	1	2	3	4	5	6
Grades												
Hours in Class and Laboratory												

FIGURE 23 (CONT.)

II. OCCUPATIONAL COMPETENCY RATINGS*

(5) Excellent
(4) Above Average
(3) Average
(2) Below Average
(1) Unsatisfactory

	First Year						Second Year					
PERIOD (6 or 9 weeks):	1	2	3	4	5	6	1	2	3	4	5	6
PROGRESS-Has student advanced in skill and knowledge of occupation?												
INITIATIVE-Can student originate and carry through on ideas?												
RELIABILITY-Can student be depended on in his/her work?												
WORK ATTITUDE-Does student have a good attitude toward his/her work?												
COOPERATIVE-Does student work well with others?												

III. FOLLOW-UP RECORD

EMPLOYMENT (Business or Firm)	Date	Position

IV. PERSONAL DATA CONCERNING STUDENT

A. Scholastic ability (quality of work in other classes):

B. School activities (clubs, offices held, achievement, etc.):

C. General remarks (conferences with student, attendance record, home environment, etc.):

*Summary of ratings made each six weeks of student's enrollment in the PELE program.

FIGURE 24

SAMPLE FOLLOW-UP LETTER
(School Letterhead)

(Date)

(Inside Address)

Dear :

We are in the process of securing information for our permanent records from former students who have participated in the Home Economics Pre-Employment Laboratory Education program conducted in *(Name of High School)*.

A copy of the information needed is enclosed. Please complete and return to me at the address above as soon as it is convenient for you to do so.

Sincerely,

(Name of PELE Teacher)
PELE Teacher

Enclosure

Name _____
Present address _____
_____
Present employment _____
Address _____
_____
Position _____ Date employed _____
Are you now employed? Yes _____ Part-time _____
No _____ Full-time _____
In occupation for which trained? Yes_____ No _____
If no, in what occupation? _____
If unemployed, are you seeking employment? Yes ___ No ___
If unavailable for employment, check reason:
_____ Military _____ College or University
_____ Voc.-Tech. School _____ Other _____

CHAPTER IX

FUTURE HOMEMAKERS OF AMERICA--FHA/HERO

Future Homemakers of America, founded in 1945, is the national vocational education organization for students in all vocational homemaking education programs. There are two types of chapters serving the member's needs: FHA Chapters for students in Homemaking Education (Useful) and FHA/HERO Chapters for students in vocational preparation for home economics related occupations (started in 1971). HERO takes its name from the first letters of the words, Home-Economics-Related Occupations. The main emphasis of the FHA/HERO chapter is to develop leadership through participation in a vocational student organization that emphasizes preparation for jobs and careers which require home economics knowledge and skills.

Organization

The PELE teacher is the advisor of the chapter. The advisor uses the FHA/HERO structure to give students leadership experiences in planning and directing their own activities that in turn give the PELE class learnings more meaning.

Meetings

Pre-Employment Laboratory Education students may participate in FHA/HERO in a variety of ways. In a combination unit of Homemaking (Useful) and Pre-Employment Laboratory, the PELE students may be HERO or FHA members of the FHA chapter. A class unit method of organization is recommended. Meetings can be held during the PELE class period. This class unit structure more effectively makes FHA/HERO an integral part of the total homemaking education program with maximum student involvement.

When the Home Economics Pre-Employment Laboratory program is a full unit, a separate FHA/HERO chapter is recommended. The class unit organization, however, is again more effective because it provides opportunity for more students to assume leadership and all students to become actively involved as participants. Regardless of the organizational pattern chosen, FHA/HERO members should identify and cooperate with other FHA chapters in the school district and should participate in area and state FHA activities.

Role in PELE Program

Goal

The overall goal of both FHA and FHA/HERO chapters is to help youth assume their roles in society through homemaking education in areas of personal growth, family life, vocational preparation, and community involvement.

Purposes

The following purposes of FHA/HERO have significant meaning for all aspects of Home Economics and for all FHAers.

1) To provide opportunities for self-development and preparation for family and community living and for employment.

2) To strengthen the function of the family as a basic unit of society.

3) To encourage democracy through cooperative action in the home and community.

4) To encourage individual and group involvement in helping achieve worldwide brotherhood.

5) To institute programs promoting greater understanding between youth and adults.

6) To provide opportunities for decision making and for assuming responsibility.

7) To become aware of the multiple roles of men and women in today's society.

8) To develop interest in home economics, home economics careers, and related occupations.

Program of Work

FHA/HERO activities should be considered part of the total planning as the teacher/advisor organizes time and content of the vocational homemaking education program. The following guides are suggested for both planning and evaluating a quality FHA/HERO program of work.

FHA/HERO experiences help members

- understand themselves and how they relate to others
- improve home and family life
- prepare for community living as a responsible citizen
- select a job or career
- practice the democratic way of living
- increase skills for employment
- turn interest into action
- direct their own thoughts and actions
- gain experience to help them adjust to the everyday world
- learn how to identify and solve problems

As part of the total homemaking education program, FHA/HERO

- increases family knowledge and support of school activities
- improves attitudes of students toward school and learning
- generates enthusiasm
- carries out the schools purpose of preparing employable citizens
- increases school/business relationships
- involves students in decision making for their own learning
- provides home economics teachers with an exciting teaching tool to motivate students, improve attitudes, and provide new learnings
- makes school relevant to life and life relevant to school

FHA/HERO chapter service activities and projects

- put the community on the map in national publications
- increase the dignity of the job or career of the homemaker
- promote the family as the basic unit of society and teach skills which encourage stable family life
- prepare young men and women for jobs
- develop pride in the family and the job
- produce citizens aware of constructive use of leisure time
- increase student participation in civic developments
- help tie school and community together

References

Publications

FHA/HERO publications which are essential for the teacher/advisor's reference are:

1) Encounter, Personal Growth Through Future Homemakers of America

2) Program Action Impact

3) HERO Chapter, The Basics of Organizing

4) Chapter Guides: Section 1, Bylaws

5) Chapter Guides: Section 2, Facts 'n Figures

6) Chapter Guides: Section 5, Chapter Management--Advisors

These and other helpful publications may be ordered from:

Future Homemakers of America
National FHA/HERO Headquarters
2010 Massachusetts Avenue NW
Washington, D.C. 20036

Affiliation Materials

A packet of affiliation materials will be sent from the state advisor early in the school year. Affiliated chapters receive Teen Times, the official national FHA/HERO magazine, and the Future Homemaker, the official publication of Texas Association, Future Homemakers of America. Each of these magazines is issued four times during the school year.

For additional information contact: State Advisor
Future Homemakers of America
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

CHAPTER X

PUBLIC RELATIONS

The purpose of public relations is to acquaint the community with the aims, objectives, and accomplishments of the Home Economics Pre-Employment Laboratory Education program. A well-planned public relations program informs students, parents, and community about the program. Publicity throughout the school year helps to maintain interest in the program and further explain it to the public. Publicity may also interest other students and the community in future involvement in the program.

Publicity

A variety of means can be used to publicize the program. Newspaper articles, radio "spot" announcements, talks before civic clubs and PTA organizations, letters, school news media, and personal contacts may be used. Points about Home Economics Pre-Employment Laboratory Education that may be emphasized in talks and personal contacts include the following.

Advantages to the school and community:

1) Provides an opportunity for vocational training on or near the school campus.

2) Provides laboratory equipment at a minimum cost to the school district through state participation in funding.

3) Helps meet the needs for trained employees in the community.

4) Provides an opportunity for students who do not wish to continue their education beyond high school to receive job training.

Advantages to the student:

1) Provides an opportunity to determine whether or not he/she is interested in a particular occupation.

2) Provides an opportunity to receive vocational training while completing requirements for a high school diploma.

3) Provides some assurance of full-time employment after graduation in an area of interest to the student.

4) Provides job training under simulated working conditions in a commercially equipped laboratory.

5) Provides technical information at the time the skills are being learned.

Advantages to the employer:

1) Provides more detailed all-round job preparation than an employer would ordinarily have the time to give.

2) Makes available skilled full-time employees.

3) Offers opportunity to participate in an educational program of benefit to the community.

Working With News Media

Get to know the newspaper editors and radio and television station managers in your area. Learn how each prefers to work with you. Find out whether you should work through an editor or a reporter; find out about deadlines; find out the times each day when the personnel are busy and prefer not to be bothered; find out what form to use in providing information, whether a fact sheet or a written story would be preferred. Submit stories before the deadline; stories turned in too far in advance or too late may not be published.

Feature or "spot" stories throughout the year might be written about activities; students' views and reactions to their occupational training; the awarding of certificates; interviews with students in the program, including photographs when possible; interesting follow-up data; and the presentation of recognition certificates to advisory committee members. Local newspapers are usually interested in receiving information about educational programs. The public is interested in its schools and enjoys reading about the achievements of young people in the community. Sample news articles are shown in Figure 25, page 88.

Writing a News Release[1]

The following mechanical tips should help you in working with the press, but check with your local newspaper to learn the form they prefer.

1) News releases should be typed, double-spaced, on 8-1/2" x 11" paper with wide margins.

2) Your name, school organization, phone number, other identifying information, and the dates should be at the top of the paper.

3) Do not write a headline (the newspaper hires experts to do this), but the subject of the release should be placed at the top of the story.

4) If the release runs more than one page, end each page at the end of a paragraph and write "more" at the bottom and circle it (this is done because copy is often divided and pages given to different typesetters. At the end of the release put "end," "###," or "30" and circle it.

5) Use "non-educational" or lay language. Newspaper English is dignified but vivid, simple but varied, ample but non-technical.

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[1] Legislative and Public Relations Handbook (Washington, D.C.: National Association of Vocational Home Economics Teachers, 1976).

6) Use short sentences (an average of not more that 19 words), short words (an average of not more than 150 syllables per 100 words), and short paragraphs. Make use of words and sentences that have human interest. Remember the use of local names is important. All names should be checked for correct spelling and titles used should be exact and accurate.

7) Paragraph, punctuate, and spell properly. Avoid abbreviations, slang, adjectives, and wordiness.

8) Place pertinent information first, least important information last as paper may cut article to fit space. Each succeeding paragraph should be of declining importance.

9) Indicate, by means of release data, when the story can be published. Write "For release on...(day)...(date)...A.M. or P.M. papers" at the top of the story. If a specific release date is not necessary, write "For immediate release...(the date on which it was sent).

10) Keep in mind the release date so that the use of "today" or "yesterday" makes sense in the story.

11) Leave plenty of time for the news release to reach the papers in time for the release date. Delivery by hand is the best guarantee.

12) Send your news release to all the newspapers in the local area. Don't play favorites.

When a news release has been made, keep a copy of it in your files. When the article is printed in the paper, attach a copy to the news release with the date of the article. This information is useful for future reference.

SAMPLE NEWS FACT SHEET

Name:
Title:
Address:
Phone:
Date:
Release Date:
FOR RELEASE:
WHO:
WHAT:
WHEN:
WHERE:
ADDITIONAL FACTS:

Taking Quality Pictures

Quality slides and pictures are an outstanding way to publicize your program. Before taking any pictures, learn to properly operate and care for your camera. Learn to compose each picture carefully. The following hints are an aid for taking quality pictures.

1) Decide exactly what you want in the picture. Subjects should be
   -involved in action, not posed
   -be absorbed in activity, not looking into the camera
   -have facial expressions suited to the activity
   -be properly dressed for the activity and occupation.

2) Keep it simple. The message of the picture should be obvious. Don't include too much in the picture. Be aware of what is in the background.

3) Get close enough to the subject to eliminate unwanted background.

4) Find the best angle for the picture. The position from which you see the subject is often as important as the subject itself.

5) Balance large and small objects in the picture just as you would balance furnishings in a room.

6) Pay attention to the effect of lines in the picture. Remember that lines have different meanings. Don't let a line cut the picture in half. The skyline should fall about 1/3 of the way from the top or bottom. Also avoid having a line parallel to the side of the picture.

7) Don't place the main subject at dead center or near the outside edges of the picture.

8) If the pictures your camera takes are oblong, turn the camera on end to take vertical pictures. Vertical pictures are best if the subject is taller than wide (for example, one or two persons standing, a bust shot of one person, or a tall building). Horizontal pictures are best if the subject is wider than it is tall (for example, a group of persons, a bust shot of more than one person, or a one- or two-story building).

9) Action shots are preferable to posed pictures. Take several pictures in sequence to show the progress of the activity. Decide whether you want to stop the motion or emphasize the motion. Freeze the action by taking the picture at the peak of the action. For example, snap the shutter just as the student grasps the roll with tongs or while the child is in the air as it jumps a puddle. Action may also be stopped by panning the camera in the direction of the action. For example, to capture a student leading a running game which will pass in front of you, move the camera in the same direction the children are running and at a speed which will keep them in view, then snap the picture. If you want to emphasize the motion, hold the camera still. For example, the children running in the previous example would look blurred, while children watching the game would be in sharp focus.

10) Be critical of the pictures you take. Discard pictures of poor quality.

Sending Photos to the Newspaper[2]

1) Most newspapers prefer glossy photos; check with your local papers for their preferences.

2) Captions for pictures should be typed on a sheet of paper which can be attached to the bottom of the photograph (on the back side) with scotch tape. Do not write on back of photo or attach caption with paper clips, to avoid damaging the photo for reproduction. Do not paste caption on back of photo as this makes it awkward for editors to use.

3) Be sure that names and addresses of all individuals in the picture are included in the caption in the proper left to right position.

4) Speed is important in getting a photo to the newspaper. Pictures of an event on Tuesday are not news on Friday. If your school does not have photo developing facilities, you will find that the newspapers are willing to help out if the picture is really newsworthy.

5) You should have, on hand, up-to-date portrait shots of important school officials, in case the paper asks for one to use with announcements from the school. Or be sure you can readily obtain pictures of school officials at your school's administration offices.

6) Send an action picture when possible with a story about an individual teacher or student, instead of a head only.

Writing Radio Scripts[3]

1) Use short, easily pronounced words in common use.

2) Avoid tedious statistics. Give all figures the clearest possible interpretation.

3) Avoid technical language.

4) Never deviate from the facts and clearly indicate the source of the information given.

5) Time the script carefully.

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[2]Legislative and Public Relations Handbook.

[3]Legislative and Public Relations Handbook.

6) Include in your radio script everything which is to be heard in the broadcast and indicate the sequence of each bit of dialogue, music, sound effects, and announcements. It should have a title page giving the name of the program, time of broadcast, the place of broadcast, name of the sponsoring organization, the names of the announcer and members of the cast, and the name of the producer. (Obtain a copy of a typical script from your station and follow the form carefully.)

7) Differentiate clearly between dialogue and cues, by use of underlining or captial letters, so that an actor will not read notes meant for sound effects.

8) Double-space or triple-space script copy and leave adequate margins. Avoid continuing passages from page to page.

9) Do not use onion skin paper for copies. Shuffling such paper sounds like crackling fire over the microphone. Number and identify each page of the script.

10) Have actual script writing done by students when possible.

Using Other Publicity Techniques

Other means of publicizing the PELE program include articles in the school paper, bulletin board or window displays, a page in the school annual, and school assembly programs. These means are especially effective for reaching prospective students.

Additional suggestions for publicity include: using business cards, leaving descriptive brochures in the school administrative offices and in businesses, and radio and television programs. Sample business cards are included in Figure 26, page 89. Two brochures, "Preparation for Employment in Home-Economics-Related Occupations" and "Doors to Opportunities Through Homemaking Education," may be ordered from Homemaking Education, Texas Education Agency. (See address below.)

Certificates of Appreciation

Certificates may be awarded to advisory council members and other persons who have supported the Pre-Employment Laboratory Education program. A sample Certificate of Appreciation is shown in Figure 27, page 90. Requests for certificates may be sent to:

Homemaking Education
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

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Certificates for Students

Certificates may be awarded to students who have completed the requirements of the Home Economics Pre-Employment Laboratory Education program. A completed certificate is shown in Figure 28, page 90. Certificates are available from the above address upon written request from the teacher. The certificates may be presented at an appropriate end of the year activity such as the school's annual awards day.

Planning Publicity Programs

Some general guidelines to observe when planning the publicity program are:

1) Secure the approval of the superintendent or publicity director for the entire publicity program or for each publicity item as it is released.

2) Publicize what has been done more than what is planned to be done.

3) Give due credit to all people involved.

One of the most essential elements in a publicity program is timing. A chart similar to the one shown in Figure 29. page 91, listing the types of publicity planned and the time when they would be most effective might be helpful in organizing the publicity program.

FIGURE 25

SAMPLE NEWSPAPER ARTICLES

NEW VOCATIONAL PROGRAM OFFERED IN HIGH SCHOOL

Students at Blank High School will have the opportunity this year to take part in a program which combines classroom education and laboratory training in child care.

Classes in Home Economics Pre-Employment Laboratory Education Child Care have been added to the curriculum for sophomore, junior, and senior students, R.N. Pearson, superintendent of schools, announced.

Practical work experience will be provided for students in a child development laboratory in the school. The course is set up for one or two years and carries six credits each year.

"It was hoped that the program will enable a larger portion of our students who desire to become occupationally competent to enter full-time employment in child care upon graduation from high school," Mrs. Jane Williams, teacher of the program, said.

An advisory council of local business people will be established to assist Mrs. Williams with the program, according to Mr. Pearson.

Mrs. Williams will be responsible for the selection of students and will correlate the classroom and laboratory education.

ADVISORY COUNCIL NAMED

Six local citizens have been selected to serve in an advisory capacity to the Home Economics Pre-Employment Laboratory Education program for the current school year at Blank High School.

Named to the advisory council were Mrs. Ann Barker, parent; A.B. Cantrell, vocational counselor; Mrs. M.C. Duncan, child welfare worker; Mrs. Dorothy Joiner, pediatric nurse at Highland Hospital; Randy Smith, student; Mrs. C.G. Whatley, director at Brook's Day Nursery; and Jack R. Banks, manager of the Chamber of Commerce. Superintendent of Schools, R.N. Pearson, who also will serve on the council, announced the names of the advisors.

The advisory council will make recommendations for improvement of the program, will aid in publicizing and promoting the plans, will assist in evaluation of the program, and will provide general advice as needed.

Students in the program receive training in a child development laboratory in the homemaking department. Mrs. Jane Williams is the teacher of the program.

FIGURE 26

SAMPLE BUSINESS CARDS

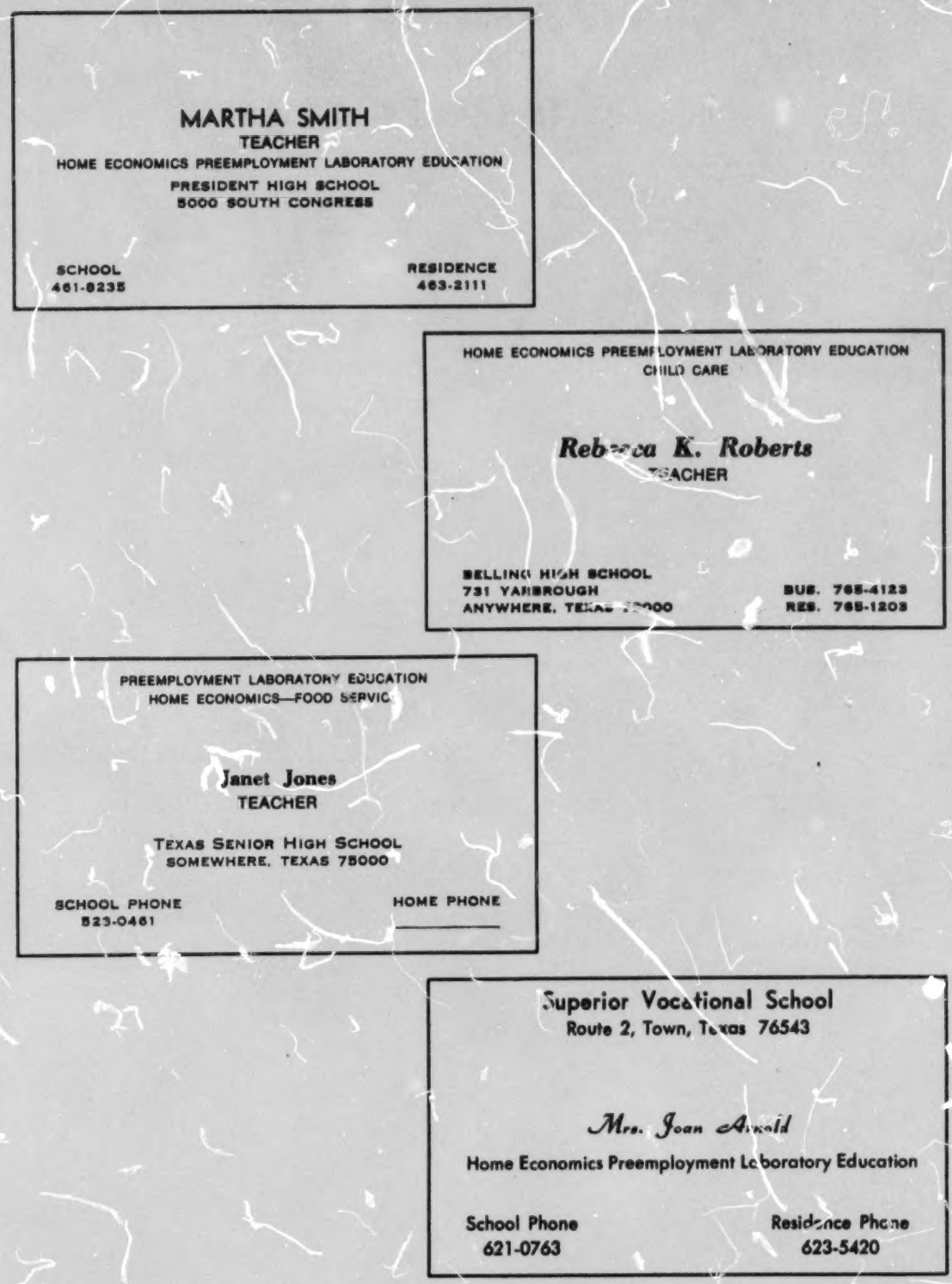

FIGURE 27

CERTIFICATE OF APPRECIATION

Vocational Homemaking Education

Texas Education Agency

CERTIFICATE OF APPRECIATION

Presented this day of MAY 10, 19 78

To MRS. DOROTHY JOINER

For participation in the

Pre-Employment Laboratory Education Program

of ANYTOWN High School, ANYTOWN, Texas

Mrs. Ruth Duncan
Teacher

Mrs. Roberta J. King
High School Principal

R N Pearson
Superintendent of Schools

FIGURE 28

CERTIFICATE FOR STUDENTS

Vocational Homemaking Education

Texas Education Agency

PRE-EMPLOYMENT LABORATORY EDUCATION CERTIFICATE

This is to certify that SUSAN SMITH

has satisfactorily completed the classroom and laboratory experiences required for the CHILD CARE Pre-Employment Laboratory Education program conducted in the ANYTOWN High School.

Witness hereof let this certificate with official signatures and seal bear witness: Given at ANYTOWN in the State of Texas, this 10TH day of MAY, A.D., 19 78

Mrs. Ruth Duncan
Teacher

Mrs. Thomas
Chairman, Local Advisory Committee

Mrs. Roberta J. King
Principal, Local School

Elizabeth J. Smith
Director, Vocational Homemaking Education, Texas Education Agency

FIGURE 29

PUBLICITY CHART

MEDIA OF PUBLICITY	At school opening	Each quarter	Once during year	At end of school
Newspaper articles	X	X		X
School publications		X		
School assembly program			X	
Talks to civic clubs		X		
FHA/HERO activities		X		
Talks to parent-teacher groups			X	
Interpret program to home-making teachers and students			X	
School exhibits and posters	X	X		
School public address system			X	
Free radio and television time			X	
Section in school yearbook			X	
Letters to parents			X	
Presentations at school's awards day				X
Appreciation certificates to advisory council members			X	
Pictures	X	X		
Slide stories			X	